

# The SIERRA EDUCATIONAL NEWS

The Official Organ of the California Teachers' Association

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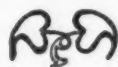
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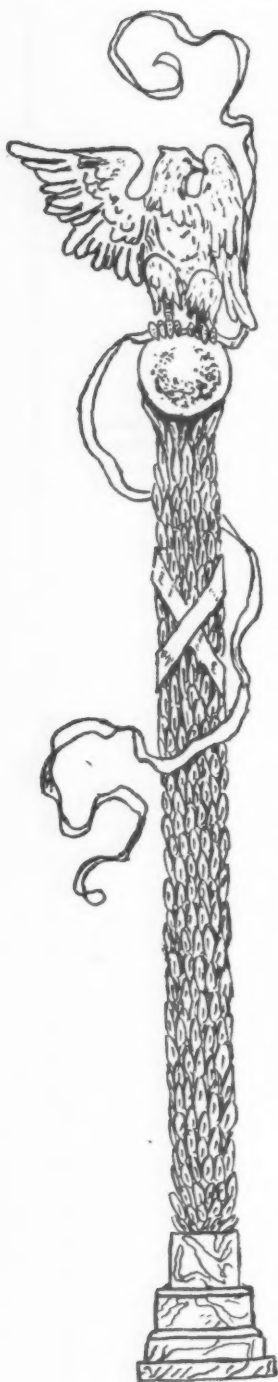
NOVEMBER, 1919

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# Memorial

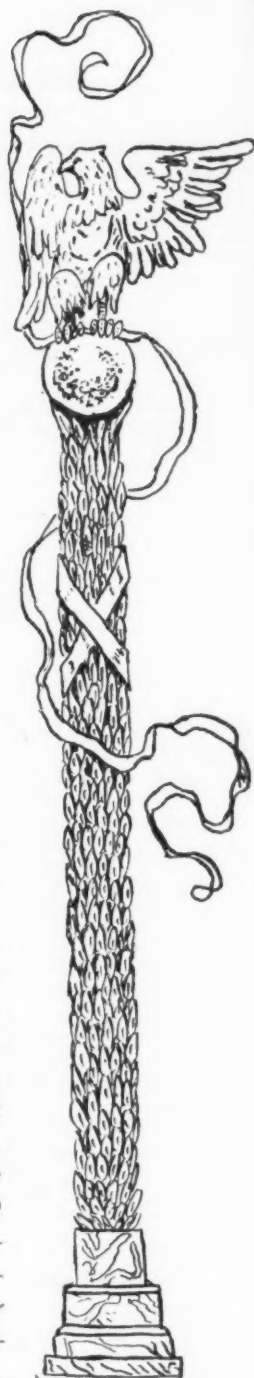
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## Theodore Roosevelt

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### *The Higher Americanism*

"Friends, our task as Americans is to strive for social and industrial justice, achieved through the genuine rule of the people. This is our end, our purpose. The methods of achieving this end are merely expedients, to be finally accepted or rejected according as actual experience shows that they work well or ill. But, in our hearts we must have this lofty purpose, and we must strive for it in all earnestness and sincerity, or our work will come to nothing. In order to succeed, we need leaders of inspired idealism, leaders to whom are granted great visions, who dream greatly and strive to make their dreams come true, who can kindle the people with the fire from their own burning souls. The leader for the time being, whoever he may be, is but an instrument to be used until broken, and then to be cast aside; and, if he is worth his salt, he will care no more when he is broken than a soldier cares when he is sent where his life is forfeit in order that the victory may be won. In the long fight for righteousness, the watchword for all of us is SPEND AND BE SPENT. It is of little matter whether any one man fails or succeeds; but the cause shall not fail, for it is the cause of mankind."—From Colonel Roosevelt's Carnegie Hall speech.



# E D I T O R I A L

*The offices of the Council of Education and the Sierra Educational News have been moved to 452 Flood Building, Powell and Market Streets, San Francisco. Members of the Association should take notice.*

**D**URING the past few years there has grown up, here and there, a disposition on the part of school superintendents and administrators to seek, in the conduct of the school or institution, the counsel and judgment and advice and criticism of those who, day by day, are conducting the work of the various classes. And during this same period there has developed a willingness on the part of the teacher to be more sympathetic toward and helpful in the administrative field. In fact it is understood by many excellent superintendents and wise teachers that the work of education is complex and many sided and that if teaching is to secure the results hoped for, all must strike hands toward a common end. The "my school" and "my teachers" form of expression must hereafter be "our school" and "our teachers," and the "my class" must be superseded by "our class."

The Teachers' Council or Advisory Council or Superintendents' Council has of late been much talked of. In California, the city of Los Angeles has for a number of years been working under a plan whereby the teachers, through an Advisory Council are brought in more or less direct contact with the administration, and the latter works through the teaching body. At the recent Yosemite Convention, Superintendent Steph-

ens of Long Beach reported an organization of the elementary school principals into a real supervisory body, "one that shall constantly work to increase the value of a course of study." Superintendent Stewart of Santa Barbara reported a Superintendents' Council of Teachers. "The teachers are divided into seven groups—kindergarten: first, second and third grades; fourth, fifth and sixth grades; intermediate school; high school; elementary school principals, and special teachers. There is a council of nine members. This organization is proving very beneficial to teachers and to the Superintendent."

The Board of Education of the city of Washington, D. C., has authorized the formation of a council to include teachers and other school employes. The action of the Board of Education was the result of a request from the teachers that such a council be created. The council will consist of members chosen from every grade of educational position and from among employes outside the educational group. Among questions which it is proposed the council shall consider are changes in course of study and text-books, sanitation of buildings, discipline of pupils, salary increases and schedules, and substitute service.

Other leading cities where teachers' councils have been created are Boston, Cleveland, New York, St. Paul, New Britain, Conn., Minneapolis and Chicago (abandoned with the departure of Ella Flagg Young). There is evident a growing movement in this direction, not alone in public school systems, but in the colleges and universities of the country.

This magazine has for years stood for the principle of a representative body in school management and teaching. As far back as December, 1914, we outlined such a plan of teacher and superintendent co-operation, with suggested type of organization and advantages to come to the schools from such joint participation. Again in November, 1917, we urged the advantages of such advisory council, based on experience and a study covering a twelve months' period, of the development of the city superintendency and the application of the principles of administrative law in general and of the fundamentals in teaching to the conduct of a school system. It seems unnecessary, therefore, at this time to more than re-emphasize the chief points involved.

The best interests of the school demand a whole-hearted participation in its conduct by every member of the corps. Such participation can come only when there is complete understanding on the part of the teacher on the one hand and of the superintendent on the other of the problems of each. Where now there is in some instances a gulf between the two, the fault may lie not entirely with either side. If the Superintendent has kept aloof, and been more or less a dictator, so has the teacher at times looked upon the "office" as a necessary evil merely.

Need for the Advisory Council, therefore, comes about, not primarily in the interest of so-called Democracy, or that a grade or school subject can be properly represented only by the teachers of such grade or subject. It is only through a complete understanding by each one in any way responsible, of all phases of work in the school system, that justice can be done.

It goes without saying, however, that no teacher or superintendent is all-wise.

Moreover, the details of the problems incident to instruction in the primary grades, and of courses and methods for example, are usually more clearly appreciated and can be better handled by the well-qualified teacher of such grades than by the Superintendent himself. The same is true of the intermediate or the high school. On the other hand, there are problems of finance and organization and administration falling to the Superintendent for solution, with which the average teacher is entirely unfamiliar. These matters of educational policy, methods of instruction, the make-up of the course of study, the school equipment, the text and supplemental books, problems of physical education, of school activities, games and contests, length of school periods, retarded children or those of superior capacity, adjustment of teacher to class or locality, salary schedule, location of buildings, arrangement of school rooms and grounds—these and a thousand and one other questions, for which in the last analysis, the Superintendent is legally responsible, can best be handled through co-operation and mutual exchange of ideas.

May we set forth the plan as proposed in our report above referred to, made in 1913, and already taken over in whole or in part by a number of school systems? The following is offered as suggestive merely, as some modification of the general plan would no doubt be required to fit particular needs and conditions:

"The plan proposed is that of the Advisory Council, of which the Superintendent shall be chairman. This council may consist of the assistant, associate or deputy superintendents; a primary teacher, chosen by the primary teaching body of the city; a grammar grade teacher chosen by her associates likewise; a high school instructor, selected by the secondary school people; a high school principal and a prin-



principal of grammar schools, each chosen by the principals of the respective schools represented, should serve upon the council. Added to these there should be, in the larger cities, the supervisors in charge of high schools, of grammar grades and of the primary grades. This last would in all probability be a woman, as it is only the occasional man who is adapted to the lower grade work. The council membership may be completed by adding the supervisors of the special subjects such as music, art, industrial expression, home economics, physical education, health and sanitation, oral expression, etc.

#### Advantages of the Plan.

This would bring together a representative council from the entire teaching body. While bound to hear the views and opinions of the council members, the superintendent is not bound to follow their advice or suggestion, for, being responsible to the board, he must be given great freedom of action. After weighing the opinions of his associates, "he should act in accordance with his own judgment, and be held responsible for the outcome." Nevertheless, such participation by the regular teachers, through direct representation in the administration of the school system, will bring about a most desirable adjustment. Many of the most progressive measures of the day have originally been thought out by teachers, notwithstanding that "it has come to pass in most communities—that if a teacher were to make a suggestion to a local board, he would attract to himself unfavorable notice, if not suspicion; if he were to persist in such policy, he would be snubbed and probably transferred, as a warning of even more serious things in store."

#### Teacher Participation.

When the teachers of any division of the school system desire to bring before the superintendent a measure for the conduct of the schools, they do so through their representative teacher on the council. Thus every teacher in the system participates in the school management. Objection will, of course, be raised because many people can conceive of advancement only under the direction of a boss or overseer. The plan allows of co-operation and individual as-

sistance to the limit of individual capacity.

#### Responsibility Centered.

Such organization would insure co-operation and stability. It would bring to the aid of the superintendent the wisest council possible and provide expert service throughout the system. It would leave him free in the exercise of his own judgment, and this is absolutely necessary, for, as President Woodrow Wilson says: "If there is one principle clearer than another it is this: that in business, whether of government or of mere merchandise, somebody must be trusted. Power and strict accountability are the essential constituents of good government."

Such a plan as the one above given, modified to meet particular local needs, has been found to be entirely satisfactory. We believe such a form of organization will yield results if given a fair trial.

A. H. C.

\* \* \*

IN his report to the members of the C. T. A. Bay Section on October 18th, President Cox of the Council of Education spoke strongly in favor of an effort to secure adequate money for the

#### MINIMUM SALARY

elementary and high schools, and particularly of giving increased financial aid to the rural schools. Mr. Cox recognized fully the advances made through increased apportionments at the last legislative session. He advocated, however, further legislation if necessary to guarantee a minimum salary in California of \$1200.

In line with this, note the resolution introduced and unanimously supported at the recent convention of the N. E. A. at Milwaukee when Superintendent F. M. Hunter of Oakland was chairman of the Resolutions Committee:

"We stand for the minimum of \$1000 for any and all legally qualified teachers and for legislative enactment to that end. We urge, through increased publicity, the

continuance of the campaign for a living, saving, culture wage for all competent teachers, until the public mind is impressed with the patriotic and social importance of this cause as it effects the future welfare of our country, and with its justice as it effects our profession."

All of this reminds us that the time has surely come to insist upon a legislative measure guaranteeing to every teacher a living minimum wage. It seems impossible, but it is true, that in many localities trustees will engage an inferior teacher at a pitifully low wage, or many even pay an excellent teacher much less than the district can afford to pay. For the past three sessions of the Legislature efforts have been made to create sentiment for such a minimum salary law. Three years ago this magazine carried on a campaign of education and no doubt, by united effort, we may secure a desirable act next session.

We have always felt it to be a weakness to write into our charters or statute books the statement that the teacher should receive pay equal to that granted the dog catcher, or that the County Superintendent must be paid an amount such as received by the assessor. But if the public conscience can be awakened in no other way, then the public conscience will be awakened in no other way!

Away back in 1914 we advocated in our June issue a minimum of \$80 per month, which, on the twelve payment basis, should be \$960 per year. Surely the purchasing value of the dollar is hardly more than 50% of what it was nearly five and one-half years ago. On this basis the minimum salary should be today \$1440. For arguing longer on the question, let's raise salaries and drop from the profession those who can't measure up, so "that we can give our attention to other things." "Your business and my business," said Mr. Mc-

Andrew, "is to talk shop and to climb into the buggy." *A. H. C.*

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**B**Y the last legislature a joint committee was appointed consisting of three senators—Jones, chairman; Carr and Harris; and three assemblymen—Prendergast, Eden and Mrs. Hughes, carefully "to investigate the plan of education, and the relations of schools, high schools, junior colleges, normal schools, technical schools, colleges and universities, and the cost of education." The first meeting of the committee was held at the University of California, September 25-26, with hearings from a half dozen school men and a representative of the Tax Payers' Association and Judge Bordwell. The main topics were adoption of the county as the administrative unit and the junior college.

On both these points there seemed to be almost unanimous agreement. The first would mean economy of management, the equalizing of opportunities between the richer and poorer districts, the spreading of taxes over a longer area, a juster distribution of schools, longer terms and better equipped teachers. As a final and one of the principal advantages should be mentioned the better supervision possible which the more sparsely populated sections need and deserve not less than the urban centers. In respect of clinging to the primitive but outworn form of the district system, California lags behind some other States. Of the other main topic of discussion, the junior college, it need only be said that the State already leads the country in the number, and quality of instruction. Three possible types of these schools were noted, (1) an extension of the high school, (2) county junior colleges, and (3) regional junior colleges.

*R. G. B.*

EIGHTEEN SIERRA—9151—10 on 12

**I**N the small college there is so much potential virtue its support should be made a matter of public concern. In the October issue of this magazine "What is going to happen to the Small College?" was considered mainly with reference to its functional content and its relations to the parts of the system. One may be led to question the writer's conclusions as to the purposes of this future college. "One thing is clear," he writes, "the college must continue to be an institution of higher education. It dare not become one of secondary grade." More and more it is coming to be considered an agency for secondary instruction; not certainly of the traditional high school order, for youth of 14 to 18 years. Even the reorganized college will continue to receive into its freshman year the product of that high school. What the reply to that question seems not to have regarded is that in the modern rapid and aggressively directed movement for the reorganization of our educational systems, secondary education has come to mean all that period of schooling between the close of the elementary work (at 12 years of age), and the beginning of distinctly university training, that is about the customary junior year. So far from any tendency to depreciate the value of the services of these eight years they are exalted. They function to the end of a liberalizing education as compared to the narrower and specializing purposes of the university. The high school is seen to be a *high* school up to the doors of the university. A relatively small number only of those who enter the secondary school will proceed to university studies; but making a break in the system after the sophomore year will tend to attract to the junior college

and to the secondary division, it is thought, an increasing number. The traditional college will be relieved of the incubus of temptations to venture upon the minutely specialized investigations of the great institutions, and find an adequate field among the liberalizing, culture-purposed, humanity-guided studies, which, at or before twenty years of age, must end the formal training of nine-tenths of all who go beyond the elementary school. The arrangement provides a field for the college which is no longer its, as a college, and a recognition of which doubtless prompted the question of our correspondent. Teachers will recognize their obligation to Mr. Mallock for his raising the question.

There is another phase of this "small college" question, however, which deserves comment. From Wisconsin comes the information that nine of the State's dozen colleges, voluntarily supported institutions, have joined forces in a campaign for a combined endowment of \$5,000,000. There are Catholic, non-sectarian, Baptist and Presbyterian schools with an aggregate income of about \$700,000, and an enrollment of more than 3,000 students. The income covers all needs for the year; the salary list and equipments often suffering. An important question becomes, "What will happen to the Small College," if adequate support be lacking? The situation just described is similar in our own State. Omitting the State University, and four tolerably endowed institutions (Pomona, University of Southern California, Santa Clara and Stanford), there remain eight institutions with an aggregate revenue, from all sources, of \$456,000 for the education of less than 6,000 students. Here is an average income per student in Wisconsin of \$210 and in California of \$80. Seven of these California institutions report endowments yielding less

than \$125,000; leaving, therefore, more than \$300,000 to be made up by fees or chance collateral sources. In Wisconsin from seven schools reporting endowments, approximately \$500,000 must be provided by fees. There is no information at hand concerning salaries in these schools. One Wisconsin president reported his own salary at \$1200 and his janitor's \$1,000. It is known, however, that in California there are certain high schools, not the largest ones, either, with equipment in library and laboratory, beyond most of the colleges. Let the colleges, then, co-operate for more generous support, cultivate the attractive field of high-grade secondary education, demand equipment equal to those of other upper high schools and junior colleges, pay salaries sufficient to attract the best of teachers, and there will be found, it is confidently believed, a well-defined service that is not now being adequately rendered by any class of institutions.

R. G. B.

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**A** PROPOS of the doctrine of one of the papers read before the recent Teacher-Training Conference, that rich and accurate scholarship, also, is an organic part of the teacher's professional

**PROFESSIONAL TRAINING—**  
**WHAT?**

training, the experience of any really successful teacher is adequate justification. Scholarship, or a fund of assimilated learning, is not only an element, but a large factor in effective teaching. Here is not meant simply or necessarily more academic education, larger knowledge or versatility; though these are well enough in their way. The call is for the influence of a more abundant intellectual and spiritual life upon the teaching, the converging of the insights and foresights incident to trained reflec-

tion and meditation upon the daily work and companionships of the classroom; an enrichment of skill and understanding and conduct through a more abundant life. The evident purpose of the address mentioned and of the writer of this editorial is to give what seems to be a much-needed emphasis to the thought that other things equal, the richer the scholarship, the safer the special training. The soundest pedagogical doctrine is dangerous if employed by the illiterate; and only less so with those who are satisfied with an elementary or other fore-shortened schooling. Some of my readers will recall how, at times and in places, the wisest of professional directions from Comenius' dictum of "learning through doing," down through Rousseau and Pestalozzi and Froebel, have received distortion only and been wrested from their original intent at the hands of well-meaning but crude minds that saw in them only an interesting mechanism or a convenient recipe. Indeed no device is quite safe except in the hands of those whose learning and resourcefulness and mental balance and intellectual acumen are such as to make the device unnecessary. To have cancelled one's intellectual provincialism by an intimate touch with the world's doings and with the fine art of literature; "to know the best that has been thought and said in the world," and to work it into one's life purposes; these are the best antidotes to littleness and selfishness and jealousies in class management. The scholar, if he be a scholar, and not a pedant, easily drives out the drill-master and martinet from the schoolroom. All real culture is suggestive and rich in interpretation; it discovers opportunity and resource; it has foresight and adaptation; it attracts occasion and learning and confidence and co-operation.



### AMERICANIZATION: A STATEMENT OF PRINCIPLES AND A PLAN OF ACTION

Adopted by State Conference on Americanization held at Sacramento, September 27, 1919.

The problem of Americanization is one of the most important problems of American democracy. It is a problem not alone of the immigrant whose life must be redirected toward American customs, habits and ideals; it is also a problem of changing the attitude of the American born toward the foreigner, giving a better understanding of and sympathy with the foreign born resident and eliminating national and race prejudice.

This problem can be solved only by careful study and organization. The experience of one community in Americanization should be available for other communities, to the end that a better State policy of Americanization may be developed. We, therefore, favor the employment of State agents for organizing and supervising Americanization work in the schools under the joint auspices of the State Department of Education, the Commission of Immigration and Housing and the State University and under the immediate direction of the Superintendent of Public Instruction.

The first and most immediate problem is the training of teachers for the work. We, therefore, urge that the University of California, normal schools and other teacher-training institutions organize intensive special courses in Americanization for teachers in the service and others looking forward to teaching. We also urge that large cities organize in their evening high schools special classes for training teachers of Americanization.

Inasmuch as all teachers prepared by the normal schools must deal with children of foreign homes, we urge that the normal schools give adequate recognition in their courses of study to the problem of Americanization.

We favor the calling of regional conferences on Americanization, to include all persons interested in such work, such conferences to be called jointly by the State Department of Education and Commission of Immigration and Housing.

We also recommend that Boards of Education appoint as rapidly as circumstances will

permit competent home teachers, nurses and recreational and social directors to promote Americanization outside the school room.

We further recommend that in addition to the course in civics, high schools and intermediate schools should give courses in citizenship which shall include adequate discussion of the problem of Americanization.

Signed:

L. J. RICHARDSON MARY S. GIBSON

E. R. SNYDER ALICE R. POWER

C. L. McLANE LEWIS B. AVERY

WILL C. WOOD,

Superintendent of Public Instruction  
and Chairman of the Conference.

### DECLARATION OF PRINCIPLES CONCERNING THRIFT EDUCATION

Adopted at a Conference of State Superintendents of Public Instruction of the West.

We are living in a period of exceptional extravagance and high prices. Never in the history of the nation has there been such waste of time, labor, money and materials. During the war, the people of America were told that thrift would win the war; that we should save food, clothing and money. The people responded to the drives that were made and saved, sometimes until it hurt. It is evident, however, that the practice of thrift has not carried over. On the contrary, there has been a reaction that has now reached the point of danger. We, therefore, feel that a concerted effort should be made to check extravagance and promote thrift as a life habit.

Thrift is the saving of four things—time, talent, health and money. It needs no argument to show that these things are essential in the life of the nation. The world will not be safe and stable until there is greater conservation of these things. Our nation is facing a winter of unpreparedness. Unless the prices of shoes, hats, clothing, milk, butter, eggs, potatoes, flour, fuel and other necessities are reduced, the children of the nation will suffer. At such a time it is alarming that people of small means should make extravagant and unnecessary purchases, and even anticipate their income by making such purchases on time. Children growing up under such conditions are certain to develop false ideals and form extravagant habits.

In the interest of the future citizenry of America, we, the State Superintendents of Public Instruction, in the Twelfth Federal Reserve District, appeal to our people to do everything in their power to discourage and check extravagance, and by precept and example, to aid the schools in the teaching of thrift. We urge upon school officials and teachers the necessity for the teaching of thrift, as a patriotic duty and as a means of meeting this great social and economic crisis.

As a practical plan of procedure, we advocate the following steps:

*First*, the teaching of the principles of thrift as a regular part of the school program.

*Second*, the setting up of suitable administrative school machinery to enable and encourage children to invest in thrift and war savings stamps.

*Third*, the checking of extravagance in dress among school boys and girls manifested in many ways, but especially in the purchase of silk hosiery, silk shirts, neckties and expensive footwear. To this end we recommend that school boards and teachers insist upon reasonable economy and modesty in dress and we appeal to parents and pupils to co-operate in the effort to check such extravagance.

*Fourth*, that thrift education be regarded as a continuous process involving habit formation that must be directed and controlled outside of school as well as during school attendance.

Josephine Corliss Preston, Superintendent of Public Instruction, Washington; G. W. Child, Superintendent of Public Instruction, Utah; W. J. Hunting, Superintendent of Public Instruction, Nevada; Ethel E. Redfield, Superintendent of Public Instruction, Idaho; Will C. Wood, Superintendent of Public Instruction, California.

Adopted at San Francisco, October 1, 1919.

#### SUPPLEMENTARY RESOLUTIONS

Resolved, That no Federal Government communications on War Savings Work be sent out directly to the schools of a State, but that all such communications from the Federal Government shall be approved by the Director of War Loan Organizations of the Twelfth Federal Reserve District before

being sent to the respective State Superintendents of Public Instruction.

Resolved, That because of common problems the State Superintendents of Public Instruction of the Western States meet at least once a year at such time and place as may be mutually agreed upon from time to time.

Resolved, That teachers in elementary and high schools, having equal training and equal experience, shall receive equal salaries.

Resolved, That we favor a larger unit of local school administration based upon natural, social and economic grouping.

#### ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, SEPTEMBER, 1919

(Extracts)

A letter from the Woman's Christian Temperance Union was read, commending the action of the State Board of Education concerning the cigarette and tobacco question and urging a continuance of educational work along this line. Mrs. Ray stated that the cigarette habit is the biggest evil in the public schools and that something should be done to remedy it. She suggested that it should be discussed at educational conventions. Mrs. Ray was delegated to take the matter up with Commissioner Olney and request him to include this topic in the program of the High School Principals' Convention.

Superintendent Wood read a special report covering the following matters referred to him as executive secretary:

That the State architect had informed him that one room had been reserved in the State building at San Francisco for the State Department of Education.

That arrangements had been made with the University of California for the use of a room in California Hall for one afternoon each week and that one of the Commissioners or Miss Levy will hold office hours in this room during each Friday afternoon.

Superintendent Wood read a report referring to the recent laws passed relative to child labor and compulsory education, which laid upon the Superintendent of Public Instruction certain important duties with respect to enforcement and stated that it is his desire to employ a State attendance agent

to work in connection with the Industrial Welfare Commission.

George Hjelte was appointed Assistant State Supervisor of Physical Education at a salary of \$2200 per annum.

The following resolution was introduced by Mrs. Ray and unanimously adopted:

"Resolved, That the Legislative Committee, in conjunction with the State Superintendent, make a study of State revenues and public school support provided by State funds and an effort be made to discover the proportion of such funds which should be rationally devoted to such support; that such study be made and results compiled in time for use in formulating a possible financial program for submission to the legislature of 1921."

The following statement was unanimously adopted:

"In response to the request of the Junior Red Cross for the opportunity to distribute literature and to organize Chapters in the public schools of the State, the State Board of Education defines its position as follows:

"We authorize the distribution in the schools of the proclamations of President Wilson and Governor Stephens regarding the Junior Red Cross. This authorization, however, is limited strictly to these proclamations and does not apply to other literature. In harmony with the provisions of the State law, Section 1672a of the Political Code, we desire to leave to the local school authorities the decision of the question of permitting the organization of Chapters of the Junior Red Cross in the schools and of what limitation shall be imposed when such Chapters are authorized. We, however, insist on the general condition that no Junior Red Cross program shall be permitted that will supplant or interfere with the regular work of the schools."

The following rules were adopted relative to discarding of free text-books no longer in use in the elementary schools:

"(1) That where the books may be used for supplementary purposes by the district, they be placed in the school library and the stamp of the district placed therein, or in the county free library for use in the various districts of the county.

"(2) That where the books cannot be used for supplementary purposes, the superintendent shall be asked to dispose of such books at the best possible figure and turn the proceeds over to the State Board of Education.

"(3) That where the books are neither usable nor salable, the local authorities on authorization of the superintendent having jurisdiction of the district, may destroy the same."

The Board voted unanimously that the American Creed be inserted on the inside of the front cover of every text-book sent out. The creed reads as follows:

"I believe in the United States of America as a government of the people, by the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

"I, therefore, believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect the flag, and to defend it against all enemies."

The Board decided to hold a special meeting, beginning November 10th, for the purpose of hearing publishers and authors present arguments in favor of the adoption of their particular text-books in arithmetic and history. Tuesday, November 11, was set as the day when the Board will hold a hearing on text-books in arithmetic, and on Wednesday, November 12, a hearing on text-books in history will be held.

Commissioner Olney was authorized to accept the position on the National Committee on Mathematical Requirements for preparation of courses in mathematics, provided that it will involve only one trip East a year and that this trip be made at the expense of the committee.

#### CHANGE OF LOCATION

*Address all communications for the News or the Council to 452 Flood Building, San Francisco.*

## PROFESSIONAL TRAINING FOR VOCATIONAL EDUCATION

ROBERT J. LEONARD

Professor Vocational Education, University of California

WITH the passage of the Smith-Hughes Vocational Law and its acceptance by California, an acute demand was created for an intelligent and sympathetic appreciation of vocational education on the part of principals and superintendents, for specially trained directors for vocational schools and for vocational teachers.

In order to assist in the solution of the problems created by the Federal and State Legislation, the University of California, through its School of Education, put in operation about two years ago plans for the training of teachers and leaders for service in agricultural, industrial and commercial schools.

The scheme of professional training adopted is based upon the generally accepted principle that vocational teachers must be recruited from among those who have successfully practiced the vocation which they seek to teach; and that leaders must be recruited from among teachers and administrators who are mature, well trained and unusually successful in organizing schools for broad social ends.

Classes for the training of vocational teachers in the field of agriculture and industry have now been in successful operation for about two years. The classes are supported from the Federal and State Vocational Education funds, and are maintained in co-operation with the California State Board of Education in accordance with the general requirements set forth by the State Board as published in Bulletin 23A.

**Training Agricultural Teachers.**

To date, the principal center for training agricultural teachers has been at the University Farm at Davis, Yolo County, where, since April 8, 1918, special teachers' courses have been maintained and attended by about 175 students. The work is under the general supervision of the Chief of the Division of Agricultural Education of the College of Agriculture, in addition to which there is a full time resident supervisor of teacher training classes.

The widely diversified facilities of the Farm, including the creamery, stock pavillion, farm

machinery and provisions for animal husbandry, horticulture, veterinary science, etc., make this an unusually attractive center for agricultural teachers. In addition to the facilities of the Farm, co-operative relations are being established with a number of high school departments of vocational agriculture for practice teaching. The first practice school will probably be in operation by January, 1920, and will be within commuting distance of the Farm.

Three types of students have to date been enrolled in the classes: (1) Seniors or graduates in agriculture from agricultural colleges; (2) teachers with some scientific training, and (3) successful farmers who are high school school graduates.

Each type of student is given the necessary training to remove his particular deficiencies so that he will be proficient and have a thorough working knowledge of the following: (1) The fundamental farm operations, including successful project work; (2) the related scientific and technical subjects; (3) professional education subjects, including practice teaching.

The complete plan for training agricultural teachers will ultimately involve other types of instruction and activities not developed as yet.

**Training Industrial Teachers.**

The plan for training industrial teachers includes courses for prospective teachers of applied trade subjects, teachers of supplemental trade subjects and teachers of continuation school subjects.

The Oakland Industrial Teacher Training Center was established under a special supervisor about April, 1918, and to date its principal work has been in training teachers of applied trade subjects including the trades usually taught in vocational schools, such as printing, machine shop work, electrical work and millinery and dressmaking. The students in attendance are all proficient tradesmen and tradeswomen interested in becoming teachers in day, part-time or evening schools. Classes are held each evening for two hours, so that those in training do not have to give up their wage-earning occupations. For com-



pletion of the course, attendance for two evenings each week for two school years is required. The first year is largely given over to training courses, and the second year to practice teaching. All who have completed the teachers' course have been advantageously placed in teaching positions. The demand for the product far exceeds the supply.

Supplemental subjects teachers will come, in the main, from among the college trained group who have properly articulated their preparatory courses to this end. The basic subject matter training will be obtained in the University colleges and departments of architecture, engineering, drawing and art, history, English, hygiene, household economics and mathematics. Twenty-four to thirty units of subject matter work will be required in each college or department. In addition to this, each student must take six units in the economic and social sciences, and fifteen units in professional education subjects, including practice teaching. Before the candidate will be recommended for the special certificate he must demonstrate a working familiarity with some industrial occupation. This may be obtained by summer employment or by taking certain approved industrial courses in the University.\*

A branch of the Oakland Teacher Training Center was recently established in San Francisco, and before long a number of other centers, on a short-term basis, will be opened in various California cities and towns to help meet the need for teachers in the part-time schools which must be organized with the beginning of the next school year.

#### **Training Leaders in Vocational Education.**

No less important than the training of teachers for vocational schools is the training of leaders and administrators. With this end in mind, the Department of Education of the University for a number of years has offered courses in the general field of vocational education. With the rapidly increasing needs for principals and directors for vocational schools and departments, it became necessary to establish a professorship in vocational education. The following courses are now available for graduate students and teachers and principals in service:

Beginning Course in the Meaning and Place of Vocational Education.

Introduction to Research in Vocational Education.

Pro-Seminar—Special Problems in Vocational Education.

Seminar in Vocational Education.

Incident to the graduate courses listed is the research work of students in the vocational field—work which has vital training value to the students, and practical value to the community where the study is made. Among the important studies which have been made or which are now under way are:

"The Attitude of Organized Labor Toward Vocational Education."

"An Analysis of the Chemical Industries of the East Bay Region for Purposes of Vocational Education."

"Study of the Opportunities for Evening School Courses in Berkeley."

"Study of the Garment Making Industries in San Francisco."

"Mathematical and Scientific Work Related to the Machine Shop Trades."

"How Large Employers Select Personnel."

"The Function of Vocational Guidance and Placement in Part-time and Evening Schools."

"Study of Juvenile Employment in Long Beach."

"Possibilities for Evening Schools in Richmond, California."

"Industrial Education in the Junior High School."

"Vocational Opportunities for Girls of High School Age in Oakland."

Illustrative of the interest in vocational education is the work undertaken by a self-constituted group of the leading school men and women of the Bay Region to study the new compulsory part-time education act. This group of about thirty meets two hours one evening a week in the University Library. For working purposes it has divided itself into a number of small committees, each dealing intensively with a particular problem. The work of each committee will eventuate in a manuscript for a bulletin which may be issued by the State office to superintendents and Boards of Education and others who will be responsible for establishing part-time classes for employed minors.

Two definite pieces of work have been finished, one, a series of supplemental sug-

\* Two special bulletins describing the work of the Oakland Teacher Training Center may be obtained by addressing Supervisor Teacher Training Center, 615 Twelfth St., Oakland, Calif.

gestions and an "occupational check list" for the use of registrars of minors, and the other a topical digest of the new part-time education act and all contributory acts.

Material which will be issued later will include: Suggestions for Courses of Study and Procedure in Establishing General Con-

tinuation — Occupational, Preparatory Occupational and Extension Classes; Courses for Citizenship and Health; Suggestions to Superintendents for the Tabulation and Interpretation of Registration Data and a Description of the Functions of Vocational Guidance and Placement in Part-time Schools.

### PROGRESS IN HAWAII'S PUBLIC SCHOOLS An Itemized Statement of Recent Noteworthy Advances HON. VAUGHAN MAC CAUGHEY

A HALF-DOZEN new school plants, with adequate room, permanent construction and modern equipment. A new salary schedule provides substantial increases and compares favorably with mainland schedules. Emphasis on constructive supervision of the seven supervising principals in work and progress. The term "Deputy Superintendent" substituted for the obsolete "Inspector-General." Notable improvements in organization and administration of the department office. Departmental Conferences inaugurated, on important school matters, at which principals, teachers, and others, confer together with the department. Creation of an adequate Territorial Trade School (free and open to boys throughout the territory). A comprehensive program of Industrial Education and Home Making (Shop, Kitchen, Garden, Hand-work), developed throughout the upper grades and high schools with full time instructors. Additional rooms provided, so that public school classes shall not be compelled to meet in Japanese Buddhist-language school buildings. Security of tenure of the teacher augmented by legislative abolition of the "contract system." Hearty co-operation, in every feasible way, with the programs of such organizations as the United States Boys' Working Reserve, Boy Scouts, Girl Scouts, Y. M. C. A., Y. W. C. A., Territorial Fair, Child Welfare organizations, Ter-

ritorial Board of Health, etc. Four free public kindergartens established under the Department and local committees, as a recognized part of the public school system. Noteworthy improvement in grading, examining, and promoting pupils, and in issuing of certificates and diplomas. Marked improvements in the standards and conduct of examinations for teachers' certificates. Radical changes in the summer school plan and a remarkable session this year at Kilauea Camp. Reorganization and raising of standards in Normal School courses; fostering of teachers' associations and clubs, for the improvement of the profession and schools. Collection of material for revisions in the course of study, to be formulated and published following the Federal school survey. Enlargement and improvement of the "Hawaii Educational Review," an educational magazine that is read by every public school teacher. Vigorous emphasis upon the principles of the United States government, practical civics, American history, and Americanization. Music given larger recognition, expert supervision of music placed on territorial basis. Full time athletic director for McKinley high school, also serving as director of public school athletics for Honolulu. Encouragement of the spirit of democracy and comradeship throughout the schools. Federal school survey, to take place during the fall of 1919.

### ASSOCIATION FRANCAISE, BAY SECTION, C. F. A.

There was an unusually large attendance at the meeting of the French section of the C. T. A. The program was interesting and inspiring. Miss Rachel Kurlanzik of the Crocker Intermediate School of San Francisco read a paper, followed by a practical demonstration, on the teaching of numbers to beginners in the grades. Dr. Holbrook, the new head of the French Department at

the University of California, told of his travels in France and dwelt at length upon his studies at the Sorbonne and his life as an officer at the front during the late war. A third discourse was given by Professor Michaud, who reviewed the literary movements in France from the eighteenth century to the present time. He is also a new acquisition to the University in the capacity of professor of French literature.

## A TENTATIVE PLAN FOR THE ORGANIZATION OF A BUREAU OF RESEARCH IN EDUCATION

PROFESSOR R. S. FRENCH

Secretary

THE word *research*, like any much-used word, is subject to many interpretations. A reference in Dr. Lange's article in the January, 1919, number of the "Sierra Educational News" will make clear the interpretation under which the proposed Bureau of Research in Education is being organized in the Department of Education of the University of California. For many years it has been the dream of the director of the School of Education to establish such a bureau, primarily in the aid of those teachers throughout the State who are conscious problem solvers, who bring to their work that freshness of spirit and desire for scientific solutions which render their vocation not a task, but a perennially interesting project problem.

Such teachers are never content with the traditional; they call into question the old values; they become skeptical of the efficacy of established routine; they chafe under the static view and cannot regard the educative process as a mere mechanical grind; they see education not as a series of contents to be imparted, but as an evolutionary progress; they regard the child mind not as a receptacle to be filled, but as a living, growing organic entity; they tend to take a social view of teaching and learning and to refer much of the work of education to the social touchstone in the determination of ultimate values. In brief, all such teachers regard education as a process of progressive adjustment, with nothing static or fixed.

To all such, each new bend of the road opens new vistas. There is no settling down to dull routine. Each day as it comes brings with it a zest and a challenge. But it is impossible for the progressive teacher to keep in touch with all new movements, though the periodical literature of education, the new books, and contact with fellow teachers may bring much aid and not a little inspiration. To be ever on the forward road, however, each must choose for himself some relatively small special field, and in that field aspire to become an authority, a master. From a special piece of work well done, he may broaden his activities and master in turn new

fields, gaining the while a philosophy of education that is his own, and a soundness of educational judgment that makes him valued and sought above those of his fellows who are content to remain routine workers.

How to find a problem, how to know that it is a real problem and not a Will-o'-the-Wisp—these are the questions that confront the teacher at the outset. The problem found, how may one set about to solve it? Must he work alone? May he interest his immediate group? Are there aids to be had in the solution of this particular problem? Where may he look for such aids? Who will guide him to them? The problem found and solved or partly solved, may the teacher be sure that his work has not been futile? May he be sure that he has made a real contribution to educational knowledge and accredited as such? Will his little contribution fit into a larger scheme? Thus the questions throng in upon one, and it is with the hope of giving answers, tentative though they may be, that the following plan has been drawn up.

### Purposes.

It is the purpose of the proposed Bureau first of all to enable teachers who are or desire to be problem solvers to find their problems, state them clearly and get to work.

Its second purpose is to offer to such teachers and to school officials in general the expert advice and guidance of a growing staff of specialists in the School of Education.

Its third purpose is to put before all who may desire such aids those materials that may be directly needed in study, test, or survey; or to guide them to the sources from which such material aids may be obtained.

It is the fourth purpose of the Bureau to bring together, by bulletin or otherwise, the results of the work done by teachers in the field, and in this way to make available to all what has been accomplished by active participants.

The fifth purpose of the Bureau is to

bring about co-operative efforts in groups and to co-operate with State and other public agencies in enlisting teachers in project work.

#### Plan of Organization.

The plan of organization, tentatively drawn up, involves:

I. A centralizing agency, a Secretary of the Bureau of Research in Education, who will hold in his hands the various connecting threads and see to it that they do not become tangled. The title of *director* has already been pre-empted in the School of Education; and, besides, the function of the Bureau is at once more passive and more active than that term would seem to imply; what is desired in the Bureau is the readiness to serve and help where service and help are needed, without uncalled-for interference with the initiative and originality of research students. The Secretary must primarily serve the purposes of correlation and synthesis.

II. An Advisory Committee, consisting of five members, including the Secretary. Such a committee would serve further to centralize the work of the Bureau and would prevent, with its ever-ready counsel, any serious aberrations on the part of the Secretary.

III. A list of specialists, officially named, to whom problems and problem bringers may be severally referred, and who may be placed individually in charge of specified projects. The special fields ought to include:

(1) Studies in the history of education. (2) The educational applications of psychology, including mental tests and scales and school organization for special atypical classes. (3) Educational measurements and standardization. (4) The curriculum—its evaluation; its organization; the special subjects. (5) Methods—general; special. (6) Administration, including school surveys, the study of school finance, the study of school systems. (7) The educational applications of social economics. (8) Vocational education. (9) Citizenship and Americanization. (10) Special movements in education, e. g., the Montessori Movement. (11) Moral education and discipline. (12) Physical education. (13) Art education and aesthetics.

IV. A working definition of the fields of research, according as they involve individual problems, voluntary group projects; and official surveys of larger units, such as town or

city, school district, county, or larger geographical sub-division of the State.

It is exceedingly important that various nuclei be formed by getting together those interested, and those who may be made interested, in research problems and putting them to work according to their several and diverse talents. A start might best be made in the group of graduate students in education in the University, but larger and ever-expanding groups must be interested, if any problems are to be solved *a fundamentis*—and if teaching is to become a profession!

V. A body of well-defined problems, with some indication as to the methods of research to be employed. Comprehensive bibliographies on these problems will be essential, since a preliminary survey of each special field involves extensive library research. A number of such bibliographies have already been prepared for and by the Department of Education.

VI. A special professional library with complete indices, in charge of expert assistants. This library should contain as complete and extensive files as may be secured of the reports of all educational agencies wherever found, and all such material should be directly available to students. Texts on education are a less important feature, but there should be a complete library of textbooks in the subjects commonly taught.

VII. A supply of materials for the more important standard tests, including the mental tests and subject-matter tests.

VIII. A plan of registration, whereby those engaging in research in education may secure recognition of their accomplished results in the way of an equivalent to university credits, which may be turned into actual credits whenever the individual worker registers as a student. A record will be necessary and the work done must have official recognition.

IX. An official file of the best results as embodied in reports and theses, from which materials may be drawn for publication when funds for that purpose may be available. Until funds are available, some of the best work ought to be submitted to the standard educational periodicals.

X. A bulletin, issued from time to time, listing workers and their projects, including a summary of results accomplished. *We solicit your interest and invite correspondence.*



## PUBLICITY AND NEW SCHOOL BUILDINGS IN OAKLAND

LEWIS B. AVERY

Oakland

OAKLAND'S successful campaign for a \$5,000,000 bond issue may well be studied by those who are promoting educational interests. The City of Oakland now numbers in excess of 250,000 people and while manufacturing is increasing by leaps and bounds, Oakland is still essentially a home city, which means that it has a minimum of assessed valuation with which to meet a maximum of public improvements that are always required by a residence community. Oakland has not been backward in tax advances for maintenance of a large number of public utilities and improvements. It thus has had a high tax rate. The teachers of Alameda County recently organized a unique campaign for the advance of teachers' salaries throughout the county. Some 70,000 petitioners signed for such increase and every organization in the county and every prominent business and professional man and tax payer was given the opportunity to express himself clearly in the matter of teachers' compensation, and with very little exception there was a unanimous and favorable response to the request of the teachers so that the County Board of Supervisors could do nothing but grant everything that was asked. The City Councils were similarly supported in granting increases and in the case of Oakland the total additions amounted to \$420 increase per teacher.

The lesson of this campaign was made use of in the call for bonds for new school buildings in the City of Oakland. The teachers were impressed by the evidence that the people of the city stand ready to support good schools when the issue is made plain, and that the fact that the city has already accumulated obligations for improvements in other ways may be used as an argument for additional school costs as well as against them.

The Oakland teachers believe that advertising is not merely a means of promotion, but that it is the right of the people to be informed and that it is the business of the teaching body to see that they are informed. In the progress of the campaign it was dis-

covered that a strict construction of the law allowed no school money to be used for publicity of any kind. Teachers of the schools promptly took over the matter of publicity. Over \$2000 was subscribed by the class room teachers for newspaper publicity and more than this amount was obtained from other sources by the schools. A weekly publication known as "Our Public Schools" was issued for four consecutive weeks as the organ of the Bond Publicity Committee in editions of 42,000 copies and distributed to every family in the city through the school children. A 32-page pamphlet outlining the building plan had been prepared for publication. It became impossible to print it for lack of funds, but the material thus gathered was used in many ways during the campaign.

Throughout the school system the work of classes in all departments was motivated and vitalized for a period of some six weeks by a study of building conditions and school needs in Oakland.

The Parent-Teacher Associations of the city co-operated in a very effective manner. Among other things they arranged for two meetings in each school building, one for afternoon and one for evening. The children of the school furnished an attractive program and a bond campaign speaker was sent by the Superintendent's office. Good speakers were selected from among the men and women of the city—professional, club and business—and from the staff of the Superintendent and the teachers.

The newspaper advertising was provided for, as before indicated, through the subscriptions made by teachers at the instance of the School Women's Club, and resulted not only in a liberal amount of paid advertising, but in thorough co-operative support of all the newspapers. Merchants of the city included recommendations for the bonds in their regular advertisements in the daily papers and offered many prizes for publicity features, essays, etc., by pupils of the schools.

Each school displayed one or more large signs, "Vote for School Bonds," and prepared

innumerable posters and banners. These were used at their public meetings and finally in their parades.

Pictures of actual conditions in Oakland schools were taken and shown in the motion picture houses, including two four-minute reels. Posters for street cars and automobiles were also prepared and distributed, the Junior Chamber of Commerce taking the responsibility for the automobile posters.

Personal letters were written to prominent professional and club men and women throughout the city by the publicity committee, and the supervisors of special subjects bent their inventive genius toward suggesting ways in which the work of the schools might aid proper publicity. The children themselves, when it came to inventiveness, proved quite the equal of their elders and every school became the center of publicity for its own region.

The following requests were made of teachers and children:

1. That each child in the school be instructed to do three things:

- (a) To ask his father each day to remember to vote for school bonds on October 21st.
- (b) To make the same request of his mother each day.
- (c) To make the same request of one other person each day.

2. That each child place under the breakfast plate of each voter in the home on the morning of October 21st a note reminding him to vote for school bonds on that day.

3. That teachers of 7th and 8th grade high school pupils form a telephone chain and call up five friends reminding them to vote for school bonds on October 21st and asking them to call up five more, delivering the same message.

Each school arranged for a local parade and the older children joined in a general parade on the afternoon before the election. This general parade was participated in by some 17,000 pupils. Aside from the stunt division, which provided floats in many cases carrying smaller children, the walking division was the main feature. The general parade was a magnificent success, children marching in from four directions and at the five corners in the center of the business district of Oakland joined their lines of ten each so that down the main street of the

city they passed forty abreast, forming a sea of color and banners that proved irresistible. The dailies of both Oakland and San Francisco on the next morning—the morning of the election—gave a full page or more to the event.

The attendance on public meetings before referred to increased steadily until on the Friday before the election at least ten thousand adults were reached through these meetings in a single evening.

The school election law contains one clause which proved an unsurmountable obstacle to the obtaining of a large vote. It requires that the polls open at 8 and close at 6. Oakland has at least 30,000 commuters, who were thus entirely cut out from voting and who were practically unanimous for the bonds. In like manner laborers and clerks were largely shut out from exercising the franchise.

The organization of this campaign centered in a publicity committee composed of the superintendent, the publicity manager (a man employed for the purpose) and three other people chosen for the campaign. This committee met every morning to consider the program of the campaign. They formed the clearing house for the various suggestions coming from every part of the field and made the campaign a well-ordered and progressive scheme culminating in the final parade.

The amount called for, \$4,975,000, was clearly and definitely distributed by the Board of Education as to its manner of expenditure. The necessity for the bond issue was shown as follows:

Number of pupils in crowded class rooms .....	10,000
Number of pupils in temporary portable structures .....	8,000
Number of pupils who quit school because of over-crowded conditions.....	2,000

While Oakland's school population is increasing by thousands yearly, but one building has been constructed in five years.

The building program provides for 14,600 additional pupils, divided as follows:

3600 in high school.

2100 in the upper grades of Junior High Schools.

4300 in the lower grades of Junior High Schools (7th and 8th grades in elementary schools).

4600 in elementary grades.

The bond issue provides for:

3 new high schools.

2 additions to present high schools.

6 new Junior High Schools.

2 first units of schools capable of further extension.

5 Americanization or community schools.

5 new elementary schools.

6 Additions to present elementary schools.

Owing to reasons that have heretofore been mentioned, the total vote of between sixteen and seventeen thousand was somewhat of a disappointment, but both elemen-

tary and high school bonds carried by a vote of more than four to one, which was remarkably satisfactory, coming as the election did at a time of high prices, high taxes and industrial disturbances.

If the educational forces of the cities of the State and the State itself are willing to make the necessary organization, do the necessary work and, if need be, furnish the funds essential for proper publicity, they may depend upon the endorsement and support of the public for any well-ordered, progressive educational scheme. How can they otherwise demand it or expect it?

## INDIVIDUAL INSTRUCTION

C. A. Langworthy, Redondo Beach.

[During the Spanish Influenza last year, a plan of individual instruction was in force at Redondo Beach, which offers suggestions to all teachers. If individual instruction was of value under the conditions then prevailing, the plan should have merit under normal conditions.—Ed.]

The system consists of a series of self-instruction bulletins designated by numbers from one to 83, each dealing with certain definite subjects. For example, No. 51 is a tablet in grammar covering analysis, nouns, pronouns, adjectives and adverbs; No. 29, a tablet in arithmetic covering percentage; No. 12, a review course in American History. These tablets, or bulletins, are intended to supplement the regular State text-books and contain unique methods for checking, reviewing and mastering the subject.

The week following the adoption of these bulletins as supplementary books by the Los Angeles County Board of Education, they were distributed to the pupils of the Redondo Beach City Schools by the teachers who were then attempting to continue their work by correspondence and personal visitation. At that time our school was closed, although not more than 10 per cent of our pupils were absent because of illness. We were determined that the closing of the school building should not stop education at Redondo Beach.

The pupils and parents found in these bulletins something definite, simple and interesting. They were instructed to follow directions, complete the exercises indicated and return the books to the teachers for correction. In case of errors, supplementary ex-

ercises were to be performed. If no errors were found, all supplementary exercises were to be omitted.

Almost immediately the interest began. The pupils entered into their work with the spirit of the playground; some at rapid speed, others at a moderate rate. Pupils recovering from influenza were sending for their books, and those who seldom really mastered anything, actually began to make progress.

By the end of one week our teachers were completely overwhelmed by the insistence of the pupils and the mass of work to be corrected. Some pupils were working evenings and Sundays in spite of teachers' advice to go more slowly. This condition was rapidly growing worse until we were obliged at last to call in all bulletins.

Under this system of "Pupils' Self-Instruction," the results are most encouraging. The teachers say: "Our pupils are mastering the fundamentals better than previously." "My pupils will easily make their grade." "With these books the pupils see the goal and know when they reach it." "Greater independence and self-reliance." "No problem in discipline."

If the school officials of the State could realize what this system of instruction would mean to the cause of education generally, some plan might be devised whereby it could come into general use.

We most heartily endorse this plan of individual instruction and recommend an investigation by all who may be interested.

## TEACHING AS A PROFESSION

MRS. SUSAN M. DORSEY

Los Angeles

THE calling of the teacher requires special knowledge of various subjects acquired for the purpose of giving instruction in those subjects. It also requires training in the technique of instruction. From this it is obvious that teaching in its functions conforms to the terms of a profession. Although the work of the teacher may *function* as a profession, still there must be a group consciousness and a group spirit to insure the calling the emphasis and permanency of a profession. A good indication of a professional spirit is seen in the interest of each in everything that affects the group and the effort of each for group advancement.

In the first years of its existence the City Teachers' Club was largely concerned with the educational improvement of its members and with legislation looking to the betterment of the schools. The Club will wisely never discontinue these two lines of work. During the last two years the efforts of our teachers, so far as the group is concerned, have been more especially directed to the securing of salary increases. Success is recorded with a keen sense of satisfaction. It would be a mistake, however, for Los Angeles teachers to be satisfied with this as their one great objective at the present time. Many other matters affecting the status of the profession call for equal enthusiasm and for determined group effort. For instance, it is quite as important from a professional point of view to guard the ranks against *inadequate* teachers as to work for *adequate* remuneration for two reasons: first, because of the stimulating effect upon the teachers of such self inspection, and secondly, because an interested and observant public is not slow to detect insufficient or incompetent service and to make note of such deficiency to the detriment of the entire group. Nor should teachers assume that the responsibility for keeping a high grade teacher personnel rests wholly with the Superintendents and the Board of Education. It is entirely within the limits of the possible for teachers by a spirit of indifference to encourage laxity or so to emphasize a high standard of accomplishment as to give actual assistance, though quite unconscious of it, to those officials empowered with final decision in the appoint-

ment and retention of teachers. Nothing, in fact, is more depressing and actually dangerous to the professional spirit than a tolerant attitude toward mediocrity. The work of the teacher may justly be called the supreme work of the world because if well done it makes all other possible. Whoever toils at bench or desk, on farm, in shop or in office must be *taught* his task; grievous then must be the case when teaching sags to an indifferent performance.

The ranks should be guarded by the teachers themselves against inadequate members, for in the last analysis, no one is more injured by a low grade of performance in their own calling than the members of that calling. One flippant, immoral (and there are many types of immorality), contentious, officious, poorly prepared or incapable teacher, reflects discredit upon the entire group. The removal of such a one should be sanctioned, first of all, by teachers themselves.

In a great system, where many must have a part in the work of selection, undesirable teachers will inevitably creep in. Guard the examinations never so well, mediocre candidates, some by sheer accident, others through the mistaken judgment of examiners (they are human) secure a place on the eligible list. Add to these an altogether noticeable number of teachers who have never been strong and who deteriorate perceptibly with the passing of the years, as well as those who suffer from physical slump, and it becomes evident that a constant scrutiny of the force is necessary if the quality of the work is to be kept up to high grade. At the same time such scrutiny should be made with no censorious or unkind intent; it should be consistent, courteous and constant, and those upon whom rests the final responsibility for action should be at all times conscious of the moral support of the entire group in their efforts to secure and retain teachers whose satisfactory performance will give prestige to the profession.

Long ago the professions of medicine and law set for *themselves* professional standards. "Malpractice in teaching is more serious than malpractice in medicine." Who, if not the teachers, should be concerned that a high grade of performance be maintained in their own ranks?



## THE TEACHER SHORTAGE

C. L. PHELPS

A SHORTAGE of trained teachers is upon us, and we are face to face with the prospect of an increasing and a continued shortage. Our State Superintendent of Public Instruction has made an investigation of the situation in this State, and found it serious. The National Bureau of Education and the National Education Association have both been giving attention to the problem arising from the lack of trained teachers, and from the actual shortage now existing. Their reports are startling to all who believe that the hope of the future of our country lies in the training and ideals of 650,000 public school teachers who are entrusted with the development of the manhood and womanhood of the next generation. Statistics collected by the National Education Association indicate a teacher shortage of 5.84 per cent at the present time, while the Bureau of Education estimates that 10 per cent of the teaching positions are filled by teachers below standard in training. It may be added that conditions are apt to be worse next year because of the depleted ranks of the teacher training institutions from which the new supply is to be drawn.

**The Public Must Be Aroused.**

It will be necessary to continue pointing out these startling figures and prospects. The general public is not aroused to the significance of the situation, and no special effort is being made to remedy it. It is true that the legislature has enacted some remedial legislation and that boards of education have made such efforts as they thought necessary to hold their teaching forces, but the salary increases have been limited by their budgets, and the loss of the most desirable teachers has continued. Increases in salaries commensurate with the increased cost of living have in no cases been made, and no general plan has been initiated by the public for doing so. As a result, more than 80 per cent of the 1512 city superintendents reporting to the National Education Association recently, stated that they had been forced to lower standards in order to get teachers for their schools. In the rural districts, where the salary schedule is lower still, the de-

crease in standards has been more marked than in the cities. In some states the actual shortage, regardless of standards, is reported to run as high as 20 per cent.

The effort to arouse public sentiment must go on. But in the meantime, if we are not to face a much more serious condition, something must be done. And the loyal teachers and educational leaders themselves will have to shoulder the burden of trying to maintain satisfactory standards in the teaching profession, and of securing the necessary new recruits. This latter problem in itself is a serious one, especially for the rural communities, for the average length of service in rural schools is three years. This means that one-third of the teaching force must be recruited each year. In the present depleted condition of the normal schools in California not enough teachers will be trained in the next two years to supply the demand. It follows that a State-wide effort must be made to induce more of our best young people to enter the teaching profession as a patriotic duty, and that at the same time no effort must be relaxed to secure for them a just recognition in the way of a financial return for their training and work.

**Burden on Educational Leaders.**

The burden of such a campaign for increasing the number of trained teachers will necessarily fall upon the high school principals and vocational advisers of young people in the high schools. This is a difficult task to expect of them in many cases, for they are underpaid and often discouraged with their own prospects. Superintendents and Principals are anxious to secure trained teachers in their own schools. Obviously, the only way they can hope to continue to do so is by constantly co-operating with the teacher-training institutions by advising the best of their young people in the high school to seriously consider teaching as a profession.

**Better People Entering Profession.**

As a matter of fact the young people who are at the present time electing to go to the normal schools to prepare for teaching are a select and superior group. In times of

adversity for the teaching profession some two or three things are likely to happen. In the first place, teachers who have business capacity or inclination are likely to leave the profession, thus materially depleting the ranks. It is generally conceded that such an exodus takes many of the best teachers. On the other hand, their places are filled by a less desirable group of persons who hold teaching credentials, but who, for one reason or another, have not been successful in the profession. As competition becomes less severe they come back into teaching. For a time this group replaces the good ones who have gone into other lines, and the general public is deceived into thinking that the complaint about shortage of teachers is not well founded. That is about our present condition. The country has been literally combed for available persons holding credentials to teach. Most schools now have teachers.

But the significance of the report of the National Bureau of Education must not be overlooked, if we hope to improve conditions. We must not be lulled into inactivity merely because positions are being filled by something like 100,000 teachers whose training is below the standard of their respective communities. The third thing that happens under conditions like the present is gratifying. The young people who choose teaching are very desirable persons from the standpoint of the profession. The poor and inefficient who have been accustomed to think that if they could not succeed at anything else they were suitable candidates for the teaching profession are not with us. Many of them have gone into the trades or business, and some have helped to fill the universities to overflowing. But on the other hand not enough of these highly desirable young people are electing to teach. The actual shortage will probably become still more acute, and the number of teachers below normal standards of training will become yet greater before the educational readjustment has been completed.

#### Professional Opportunity.

Now is the best time in the history of the teaching profession for young ambitious people to choose teaching as a means of social service that will give satisfactory returns. Since the great war is over there is a more general recognition of the service that can

be rendered by the teaching force of the country. There is also a greater recognition of the need of such service. Financial recognition has been inadequate, to be sure, but it has been greater in the last few months than ever before in the history of the world. And it came at a time when numerous reconstructive activities, calling for enormous outlays of money, made the full recognition of the value of the good teacher in the community difficult to make in terms of immediate financial reward. Many communities have adopted a sliding scale of salary increase. Such communities acknowledge a further indebtedness to their teaching force which they expect to reduce as fast as they can. Some communities have not risen to a proper conception of their obligations, and are losing the best of their teaching force as a consequence. The result will be a further tendency to increase salaries next year. The prospect is quite satisfactory, but there is a stronger reason still why this is the best time in the world's history for young persons with ability and ambition to choose the teaching profession. The greatest reason lies in the increased capacity for service which the teacher of the future will have. It will be a great social service in the shaping of ideals of citizenship which shall build up and secure right conceptions of that democracy for which our country has fought, but has not fully understood or appreciated. Not less of arithmetic and history perhaps, but more of the training that develops right responses to social situations.

Finally, it can be safely stated that the best time to enter a business or profession is when there is a demand for service in it. Overcrowded professions offer little opportunity. There must be room. The teaching profession has room today, and there will continue to be room. The condition of its financial reward is improving, and the prospect of service and social recognition was never so good. If a young person is moved by a desire to be of the greatest service to humanity, the opportunity presents itself in the teaching profession as never before, and as it does in no other profession at the present time.

But the facts must get to young people in the high schools. They should reach them at the beginning of their junior year, when they should select certain courses if they are going to enter a normal school.

## C. T. A. BAY SECTION

[As we go to press, two of the five sections have held their annual meetings, and their reports follow. The Central and Southern sections meet Dec. 15. The Central Coast section met last Spring.—Ed.]

**A** MOST SUCCESSFUL MEETING" is the general verdict from those who were fortunate enough to attend the annual session of the Bay Section, C. T. A. The counties of Alameda, Contra Costa, Marin, San Joaquin, San Francisco and Solano, and the cities of Alameda and Berkeley joined in this meeting. The city of Oakland gave two half days, but being in the midst of a five million dollar school bond issue, the schools were of necessity continued in session. The San Francisco schools were closed, and a number of the teachers took occasion to attend the meetings. The counties of Napa, Sonoma and Stanislaus held institutes in their respective county seats and were privileged to hear the same speakers, both visiting and local, who appeared at the larger meeting.

Throughout the convention the music was abundant, but was always less than the audiences wanted. It was of such high character, and finish of execution, and masterly leadership, as to do credit to any program for whatever occasion. There were the band and saxophone quartette from the Oakland Technical High School; the Oakland High School Orchestra, and the Vocational High School; the John C. Fremont High School Orchestra; and the University High School Orchestra, all of Oakland; and one wonders if there can be another city of the same size that has made as generous provisions for instrumental music. The convention heard, also, the Berkeley High School Orchestra, the Frances Willard (Berkeley) Intermediate School Orchestra, the Alameda High School Girls' Glee Club, the Boys' Glee Club and the San Leandro Grammar School chorus. It was a fine exhibit of what boys and girls may do in high grade music.

The several sessions included a half dozen formal addresses and more discussions, having to do with American citizenship, and the threatened dangers to our civic and political life, from bolshevism, I. W. W. and other anarchistic and radical tendencies, almost sufficient to give character to the week's programs. They were timely and on a high level of patriotism and a sense of civic re-

sponsibility. President Cooper's opening address was an admirable statement of the vital functions of citizenship in contrast with the theoretical and abstract characterizations of civil government which most of us were taught during our school days, and which, it is suspected, some of us yet teach. In a half dozen sentences he clarified the notion of pupil self-government in its relation to citizenship training, in a way to bring applause from the audience.

Oakland is admirably equipped to furnish room accommodations for the 2500 members at the general sessions, the 19 sections and a half dozen independent organizations. There were rooms of convenient size, excellent acoustic properties and easy of access. It is little wonder that teachers of the Bay Section choose to hold their annual meetings in and about Oakland.

For his rich and usable experience, his genial and direct manner and far-reaching vision, Mr. McAndrew deserves all the good things said of him before his appearance in Oakland, and easily captivated teachers of every grade from seven counties. His English is so fit as to deserve and call for special mention. His manner is so quiet and effective as to lead to no distractions, often incident to eccentricities. Coming from the largest school system, the metropolis of the country, he revealed an intimate knowledge of, and interest in, education under more primitive conditions.

His exceptionally quiet manner, the orderly arrangement of his ideas and illustrations, and his unyielding grip on his audiences, all emphasize the power of plain, unadorned purposed speech.

## Some Witicisms and Epigrams.

"In one high school we had a teacher whom we called the Great Stone Face. He had dignity by the yard."

Of a certain successful teacher, he said: "He was always looking out to catch people doing right and as a result he found them."

"The poor weakened sister of sorrow" was the way in which he described one unsympathetic, unknowing teacher.

"One of the hardest things to learn is to

disagree with a man and then be friends with him afterward instead of nursing a grouch."

\* \* \*

The necessity for real forms of activity work in school, to replace the old so-called busy work, is today more needed than ever. This was brought out forcibly by Miss Dobbs in her addresses before teachers of the Bay Section, C. T. A. Miss Dobbs' word pictures of the old school, where the tots were made to sit upright in seats of wood and iron that were screwed fast to the floor, and required to fold hand and face forward when not reciting and to pass in and out of the room to the commands of the teacher on the taps of the bell, and again of the new school, where the children deal with real things in a real way as human beings in a real world, were indeed true to life.

While a specialist in the Industrial Arts as applied to the primary grades, Miss Dobbs brings to her work the vision and experience and appreciation of one who deals with great principles, rather than with subjects within restricted grades or years at school. Her work in organizing and developing the Primary Council is proof of this. California may well be proud that for years she was connected with the schools of the State in Pasadena and at Throop Polytechnic Institute.

\* \* \*

Mr. Foght's address, Thursday, on "Making the Most of the One-Teacher School" revealed a familiarity and sympathy with the problems of education in the rural districts in different sections of the country that were as heartening as much of the information was appalling. He told in fascinating recitative the story of the "Brown Mouse" companion tale to "New Schools for Old," in both of which Mrs. Harvey, the heroine of the latter, was the real teacher of real schools. The story, altogether without embellishment or demonstration, was so articulate and interesting that one forgot to take notes—only listened and enjoyed. His characterization of teachers as gray mouse teachers, cautious and without initiative, and brown mouse teachers, venturesome and resourceful, was excellent.

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A representative of the "Outlook" family

would of course be welcome to any stage in California, and particularly before an audience of teachers. Dr. Allan Abbott, assistant professor of English, Teachers' College, Columbia University, was entirely at home with his topic, "The American Spirit in the Literature of the Past Twenty-five Years." In a later address, "Poetry for Employment," he found his audience interested in the highest degree. Prof. Abbott has a quiet, scholarly manner, and while possessing no marks of the platform orator, is perfectly at home with his subject and entirely convincing.

His characterization of the literature which boys enjoy and which should be used in cultivating their literary taste was a charming bit of pedagogical insight.

\* \* \*

Along with congratulating ourselves over the generous and eloquent and practical discussions by the visiting speakers, we cannot forget our own Keppel, California's school statesman; Wood, the human official; Hon. Stanley B. Wilson of the State Board of Education; Olney, a commissioner who is both gentleman and scholar; Mr. Cohn, who can make figures talk; our University men, Wilber, Rugh, Barrows, who are able to think in terms of the public schools, too, school principals, teachers, librarians and supervisors. The planners of the various programs achieved a discriminating selection of instructors; and the few members of the Association who were not present and the teachers who are not yet members and, probably, were not present, lost much. It seems like throwing away a great privilege that any considerable number of the teachers who belong to this district should withhold their support and fail to share responsibility with their fellows in the legitimate work of the profession here.

\* \* \*

Mr. Sam Cohn's exposition of the new Child Registration law was very clear, showing that upon its proper interpretation and execution depend the effectiveness of the Compulsory Attendance law, the child labor laws and the new continuation school provisions. In these statutes, California has taken a distinct and long step forward.

\* \* \*

The Advisory Council presided over by Mr. Cloud gave its time largely to a consider-



ation of proposed changes in the by-laws of the bay section and to the resolutions, the Council now acting as the committee on resolutions. A committee that has been at work for some time on the proposed revision made a tentative report. After thorough discussion an amended plan was proposed. Both plans were presented to the business meeting, resulting in decision to lay over for one year the entire matter; thus offering opportunity for study, on the part of the membership of the section, of these and other plans that may be presented.

The election resulted as follows:

For President, Bay Section—H. B. Wilson, City Superintendent of Schools, Berkeley.

For President, Elementary Department—A. S. Colton, Principal Clauson School, Oakland.

For President, High School Department—Noel H. Garrison, Principal High School, Stockton.

For Representatives to California Council of Education—A. J. Cloud, Deputy Superintendent of Schools, San Francisco; E. Morris Cox, Assistant Superintendent of Schools, Oakland; Mrs. Grace Hillyard, Teacher Whittier School, Berkeley.

The terms of the Council members will expire in April, 1922.

\* \* \*

#### TELEGRAM TO THE PRESIDENT

The following telegram was sent, as indicated, by the State Teachers' Association at the close of its recent session.

Oakland, October 17, 1919.

To The President, White House,  
Washington, D. C.

Bay Section California State Teachers' Association, in annual session convened, unanimously send you greetings and pray for your rapid recovery of complete health. Resolution approving treaty ratification, including league of nations without reservations, unanimously adopted and sent to the Senate.

WILLIAM J. COOPER, President.

\* \* \*

*It was a great meeting, and justified all expectations. The Bay Counties are growing in professional influence and skill.*

#### RESOLUTIONS

To the Officers and Members of the C. T. A.—Bay Section:

Your Advisory Council, acting under the by-laws as a Committee on Resolutions, respectfully recommends the adoption of the following set of resolutions:

1. Whereas, the President and Secretary of the Section have, through their untiring energy and notable efficiency, planned a program of greatest value to the teachers of the Section—which program has been most successfully carried out during the meetings of the present week—therefore, be it

Resolved, That the Section expresses hereby its most sincere appreciation of the work of the officers; further, that the County Superintendents and City Superintendents who have co-operated with the officers of the Section in the holding of this meeting, and that all other persons and agencies that have assisted, be tendered the warm thanks of the Section.

2. Whereas, the officers of this Section have constantly contended against many obstacles in perfecting their plans for the annual session, particularly such difficulties as arise from unnecessary and vexatious delays in the submission of programs by sub-section officers; therefore, be it

Resolved, That the officers of the Section be empowered to require all program material to be in their hands at least thirty days before the date set for the annual session; that in the event of failure of any sub-section head to comply with such directions, the president be empowered to remove such sub-section head and to appoint his successor; further, that the secretary of the Section be expressly requested to supply the members with programs of the annual session at least two weeks before the date of holding of such session.

3. Whereas, the California Council of Education, representing the State-wide organization of the five Sections of the C. T. A., has, through its officers, committees and members, in co-operation with the Superintendent of Public Instruction, the State Board of Education, and local organizations of teachers, secured during the past year results of far-reaching consequence to the teachers of the State, including legislation providing for increased State school funds,

for part-time vocational courses, and for other needed educational reforms, and

Whereas, the Council has taken the final steps in the establishment of a teachers' registration bureau designed to bring teachers into direct contact with available positions at the minimum cost of such service, therefore be it

Resolved, That the Section strongly commends the Council for its successful efforts on behalf of the teaching forces of the State during the past year.

4. Whereas, the great world war, to the prosecution of which the American people were bending their utmost energies and devoting their resources with unstinted hand at the period of the last meeting of the Section has now been brought to a victorious termination, and

Whereas, the valuable lessons that the war has taught should not be lost to society, but, on the contrary, should be made an integral part of American life, therefore be it

Resolved, That the Section reiterates its faith in the fundamental principles of law and order, and of representative government by majority rule; further, that it realizes the responsibility of the teacher as the one who can most effectively promote these ideals in the hearts and minds of the youth of the land, and that it urges teachers everywhere and at all times to meet this grave responsibility in the spirit of true patriotism; further, be it

Resolved, as a step in this direction, That the editor of the "Sierra Educational News" be requested to publish the address delivered by Dean David P. Barrows before the general meeting of October 15th on the topic, "Soviet Government and American Principles," for general distribution among the members.

5. Whereas, movements looking toward greater unification of the teaching bodies for professional purposes have gained momentum during the last two years, and have demonstrated once more the value of concerted and determined action in bringing about better public recognition of the services of the teacher to society, therefore be it

Resolved, That the Section expresses its approval of such efforts tending to strengthen

the cohesion of the teaching forces of the State.

6. Whereas, in the lamented deaths of Dr. Morris E. Dailey and Charles Greenman, the State has suffered the loss of two devoted servants, the teaching profession the loss of wise leaders and valued co-workers, and many teachers the individual loss of two friends and associates, therefore be it

Resolved, That the Section hereby expresses its feeling of deep sorrow and bereavement; further, that a copy of this resolution be sent to the surviving members of the families of the deceased.

7. Whereas, the State school fund, notwithstanding recent legislation, does not bear its relative share of the necessary expenditure for school purposes, and hence places upon the local community an undue financial burden, therefore be it

Resolved, That the Section hereby goes on record as favoring an increase in the State school fund to be estimated on the basis of furnishing such a sum as will approximate to one-half of the expenditure required by the schools of the State.

8. Whereas, the high cost of living has reacted very severely upon the teachers of California, causing a strain which has not been sufficiently relieved by such increases in salaries as have been accomplished; and

Whereas, the principle of the minimum salary has come to be well established in economic theory and practice, and

Whereas, investigations point to the sum of \$1200 per annum as being a fair basis for the establishment of a minimum salary for teachers, therefore be it

Resolved, That the Section approves the principle of the minimum salary, and proposes that legislation be fostered upon the basis of \$1200 per annum as such minimum.

9. Whereas, an amendment to the State Constitution designed to re-establish the poll tax will be submitted to the voters at the next general election by act of the Legislature—which amendment provides for the collection of \$4 per year from each alien in the State, the moneys so collected to be devoted to school use, therefore be it

Resolved, That the Section urges that teachers be informed of this amendment, and

be urged to support its ratification at the polls.

10. Whereas, the improvement of the rural schools of the State is one of the most pressing needs in education today, therefore be it

Resolved, That the Section emphatically endorses efforts being made to provide a compensation for rural teachers commensurate with the service performed, to provide better housing for rural teachers, and to provide better rural supervision.

11. Whereas, the so-called Smith-Towner Bill, now pending before Congress, provides federal aid to each State to advance the interests of education, and

Whereas, this bill, if enacted into law, will be of great assistance towards the improvement of educational conditions, particularly in the rural districts, therefore be it

Resolved, That the Section heartily endorses this proposed measure and urges the California representatives and senators in Congress actively to support it.

12. Whereas, the State Humane Society is conducting an active campaign in a worthy cause, and offers its services gratuitously to the schools of the State, therefore be it

Resolved, That the Section approves the principles underlying the work of this organization, and urges the teachers to take advantage of the proffered service of the society.

13. Whereas, the educational facilities afforded the Indian wards of the Nation have been inadequate and frequently unsuitable, and

Whereas, legislation is pending in Congress designed to remedy these conditions, therefore be it

Resolved, That the Section approves of this movement, and requests the California representatives and senators in Congress to promote the passage of such legislation.

14. Whereas, the School of Education of the University of California could be of far greater usefulness to the schools of the State if it were adequately supported financially, particularly in the matter of the erection of a suitable building to be devoted to the purposes of the School of Education, therefore be it

Resolved, That the Section earnestly petitions the Regents of the University to devote funds to this purpose, and offers its assistance in securing legislation, if necessary, to accomplish the above end.

15. Whereas, the United States Senate has under consideration the Treaty of Peace with Germany, in which is incorporated the Covenant of the League of Nations, and

Whereas, this is a subject of transcendent importance to all American citizens, and, indeed, to the people of all countries on earth, therefore be it

Resolved, That the Section strongly endorses the Treaty of Peace, without reservations, and urges the California senators in Congress to vote in favor of the ratification of said Treaty.

Supplementary: Expression of Opinion.  
Resolved, That it be the sense of this meeting that the next annual session of the C. T. A.—Bay Section—be held during the second week of October, 1920.

Respectfully submitted,

A. J. CLOUD,  
President.

—:—

STATEMENT OF THE OWNERSHIP, Management, Circulation, Etc., required by the Act of Congress of August 24, 1912, of Sierra Educational News, published monthly, at San Francisco, California, for October 1, 1919.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared Arthur H. Chamberlain, who, having been duly sworn according to law, deposes and says that he is the Managing Editor of the Sierra Educational News, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, California Teachers' Association, San Francisco, Cal.

Editor, Arthur H. Chamberlain, San Francisco, Cal.

Managing Editor, Arthur H. Chamberlain, San Francisco, Cal.

Business Managers, none.

2. That the owners are: California Teachers' Association, Incorporated. No stockholders holding 1 per cent or more of total amount of stock. Arthur H. Chamberlain, Secretary, San Francisco, Cal. E. Morris Cox, President, Oakland, Cal.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: None.

ARTHUR H. CHAMBERLAIN, Editor.

Sworn to and subscribed before me this 29th day of September, 1919.

[Seal]

D. B. RICHARDS,  
Notary Public in and for the City and County of San Francisco, State of California.

(My commission expires May 26, 1921.)

## CALIFORNIA TEACHERS' ASSOCIATION NORTHERN SECTION

TEN counties in the Sacramento Valley participated in the eighth annual convention of the C. T. A., Northern Section, at Sacramento, October 21 to 24, inclusive. These counties were Amador, Butte, Colusa, El Dorado, Glenn, Sacramento, Sutter, Tehama, Yolo and Yuba. The president, H. G. Rawlins of Willows, presided at the general sessions and Mrs. Minnie R. O'Neil maintained a desk, convenient for all members. The Secretary of the State Association also maintained headquarters, and Miss Mabel Boggess, circulation manager of the Sierra Educational News, was available to offer any information desired.

The general sessions, three in number, offered an excellent feast of good things. Mr. McAndrew, who, the week before, had charmed and delighted audiences around the Bay region, addressed the teachers on the topics: "Readin', Ritin', 'Rithmetic, and all That Comes After" and "What Is There in It For Me?" Throughout his quaint humor and practical philosophy there was a world of common sense pedagogy which proved of much help to teachers. Superintendent Wilson of Berkeley, who has become a great favorite with California audiences, spoke before the general session and the city elementary section. Hon. Will C. Wood, in his address on Americanization, struck at some of the fundamental issues before our people today. President Cox of the California Council of Education reported upon legislative accomplishments and outlined a tentative program for future endeavors.

### Sections.

The Rural Elementary, City Elementary, High School, Kindergarten and Vocational Education Sections held inspiring meetings. The Rural Elementary, presided over by Superintendent Mamie B. Lang of Tehama County, held three sessions. Dr. Cubberley spoke on the "County Unit and Adequate County Educational Organization;" Miss Ellen Hughes, "Musical Appreciation;" Sam S. Cohn, "Compulsory Education and Child Labor Laws." Dr. Allan Abbott of Teachers' College gave his address, "Poetry for Enjoyment," and Dr. McNaught discussed the

new State speller. Mr. Hetherington and his assistants presented the Physical Education Program and there was a round table on various important subjects, participation by a number of men and women.

Chas. H. Camper presided over three sessions of the City Elementary Section. Among the speakers were President C. M. Osenbaugh and Ida D. Reed of Chico Normal, Superintendent Wilson of Berkeley and Dr. Abbott.

The High School Section listened to Hon. Job. Wood, Jr., Mr. J. B. Hughes of Oroville, J. G. Garrison of Marysville, C. C. Childress of Willows, Dr. E. W. Hauck, principal of Siskiyou County High School; Professor Abbott, Elizabeth McDole of Willows, G. W. Spring, Sutter High School; L. P. Ferris, J. W. Douglass, Rio Vista High School; L. H. Bissett, Marysville; George Hjelte of the State Office, Superintendent Wilson and H. O. Williams. The four sessions were presided over by L. P. Farris.

The Kindergarten and Primary Section, with Miss Rose M. Sheehan, chairman, held two meetings, Mrs. Guy Stevens Farrington offering two addresses, one on the "Speaking Voice," the other, the "Art of Interpretation and Its Relation to Life."

The musical programs given at general and section meetings were enjoyed by all. Miss Ellen Hughes, director of music of the Sacramento schools, offered some excellent chorus and glee club work by both boys and girls of the schools of Sacramento. C. E. Lear, director of the Sacramento High School Band was, for his students and himself, to be congratulated. The reception to visiting teachers on Tuesday evening offered a variety of entertainment, prepared by the Sacramento teachers. The Schoolmasters' Club met at dinner Wednesday evening, and there were dinners and luncheons of San Jose and Chico Normal Alumni members, as well as Alumni of other Normal Schools of Stanford and University of California, and of graduates of colleges and universities outside the State.

The address of welcome by John O. Brown, president of the City Commission



of Sacramento, and the skill shown by President Rawlins in presiding were cause for comment. No effort was spared by Superintendent Hughes and the Sacramento teachers to make the meeting a success. The Hotel Sacramento, as headquarters, offered every courtesy and convenience to the visiting teachers.

## AMENDMENTS TO CONSTITUTION NORTHERN SECTION

1. OFFICERS—Section 3. All officers shall be elected annually (biennially) and shall take office January 1st succeeding the date of election.

2. The Secretary shall be given an honorarium of \$60.00 (such honorarium as may be determined by the Executive Committee, and not less than \$100.00) in recognition of services.

3. Duties of Executive Committee—Section 5. It shall be the duty of the Executive Committee to prepare programs and to make all necessary arrangements for the annual (biennial) meetings.

4. New Section 5a. It shall be the duty of the Executive Committee to meet in semi-annual session in 1920 and on the even numbered years thereafter as representing the entire association as provided in Section 7a following the transaction of such business as may come before it, and to cover all legal requirements involved in relationship between the section and the California Teachers' Association. At this time all such business shall be adjusted with the Executive Secretary of the California Teachers' Association who shall be asked to sit with the committee.

5. Time and Place of Meeting—Section 7. At each biennial meeting the time and place for the next biennial meeting shall be determined by a vote of the association or the power to name time and place of meeting may be delegated to the Executive Committee of the Association.

6. New Section 7a. Meetings may be held biennially, that is a combined meeting of the Association may be held on alternate years and meetings of the several county institutes in the section may be held as the county

school officials may elect, on alternate years. For purposes of putting this provision into effect, the next meeting of the combined Association, Northern Section, shall be held in 1921, and on each odd numbered year thereafter; the individual counties in the section shall meet in annual institutes in 1920 and on the even numbered years thereafter.

7. New Section—The Section Council.

7b. A representative body or legal council, is hereby provided for, composed of the members of the Executive Committee, ex-officio; the county superintendent of schools of each county in the section; the city superintendent of schools of each city in the section, authorized by law to hold a separate institute, ex-officio; and additional representatives elected from each such county, and each such city, by the teachers in annual institute assembled, one representative for each 100 teachers and major fraction thereof, in the county or city who are members of the California Teachers' Association; provided, no such county or city shall have less than one representative regardless of number of teachers in such county or city, and regardless of membership in the California Teachers' Association.

8. Duties of Council—Section 7c.

This Council shall meet annually and at such other times as the President may deem necessary, or on call of any five members of the Council. The Council shall serve as a clearing house for the section; shall receive communications from clubs, organizations, or other associations of teachers, or from individual teachers; discuss proposed educational plans, legislative proposals, etc., and recommend to the Federal Council for consideration and action such plans and legislative proposals as it deems to be of section, State or nation-wide interest.

9. Section 7d. The President of the Association shall be the President of the Council; the Secretary of the Association shall be the Secretary of the Council.

10. Membership or Section 7e. Membership in the Council shall be for two years.

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*Members of other sections will be interested in these proposed changes in the local organization. The new section, 5a, will challenge the critical judgment of many.*

## COMMITTEE ON RESOLUTIONS

PAUL WARD, Chairman

**R**ESOLVED, That the California Teachers' Association, Northern Section, assembled in its eighth convention, express hereby to the people of Sacramento its appreciation of the cordial reception they have extended to the visiting teachers; that we thank Superintendent Chas. C. Hughes, Superintendent Carolyn Webb, Assistant Superintendent Minnie R. O'Neil, and the local committee for the excellent music and enjoyable entertainment provided for our pleasure.

We especially thank the music teachers for the wonderful school music that was an inspiration to us.

RESOLVED, That we thank the officers of the Association for their work in arranging this convention and planning the excellent programs that have been a source of pleasure and profit to us.

\* \* \*

RESOLVED, That in the opinion of the teachers of the High Schools of the California Teachers' Association, Northern Section, the University of California should continue the direction of inter-school debating so successfully conducted in the past.

\* \* \*

WHEREAS, there has been trouble in some places in the State over the breaking of teachers' contracts by the teachers,

RESOLVED, That the convention endorse the following as endorsed by the City and County Superintendents at their last convention:

We desire:

(a) To impress upon teachers the inviolability of the contract,

(b) To register our disapproval of the solicitations on the part of the representatives of one district of teachers employed in another,

(c) To recommend that Boards of Education require teachers leaving a district during the school term to bring with them a card of honorable discharge from the district in which they have been employed,

(d) To suggest as the fair procedure that Boards in a district desiring to employ a teacher under contract elsewhere take up the matter of their release with the trustees before offering the position to the teacher.

However, we urge school boards to be considerate of teachers' opportunities for professional advancement.

\* \* \*

WHEREAS, our Superintendent of Public Instruction, Hon. Will C. Wood, by his untiring work in behalf of the teachers of California before the meeting of the State Legislature for the purpose of securing for them a living wage and by his unwillingness to accept a lower compromise, obtained a notable increase in school moneys for salary purposes, and

WHEREAS, during this convention he has been an able and willing speaker at our sessions, giving valuable advice to superintendents and teachers alike; therefore, be it

RESOLVED by the Northern Section of the California Teachers' Association, in convention assembled at Sacramento, That we extend our sincere thanks and appreciation to Hon. Will C. Wood, Superintendent of Public Instruction of California, for his efforts in our behalf and for the welfare of education generally throughout the State.

\* \* \*

RESOLVED, That we extend the thanks and appreciation of the teachers and the educational people of the State to Mrs. Elizabeth Hughes, member of the Assembly, and Chairman of the Committee on Education, for her untiring efforts in behalf of the children and for her interest in public education in general during her term as member of the California Legislature.

\* \* \*

WHEREAS, as the years go by we realize more and more the great work done by Edward Hyatt, ex-Superintendent of Public Instruction, and especially the great human interest he took in the common teachers and in the common people; therefore, be it

RESOLVED, That we extend to him this expression of our love and our appreciation.

\* \* \*

WHEREAS, the American Nation is now passing through a crisis in which the ideals of the country are being assailed by irresponsible and designing agitators who seek to overthrow some of our most cherished institutions; and,

WHEREAS, the principles of democracy and the observance of law and order are the ideals for which America and the American school system stand, therefore, be it

RESOLVED, That we pledge anew our whole-hearted allegiance to the constitutional principles of the American Republic and that we emphasize even more strongly than we have in the past the teaching of these principles in the classrooms of California to the end that "government of the people, by the people, and for the people, shall not perish from the earth."

\* \* \*

WHEREAS, the teaching of Thrift is an important problem of American education which has been emphasized during the war and after, and,

WHEREAS, the extravagance of the American people at present is responsible in large measure for the high cost of living, which is affecting seriously practically every household of the country, and,

WHEREAS, the Federal Government is offering Thrift Stamps and War Savings Certificates for the purpose of encouraging Thrift education; therefore, be it

RESOLVED, That we pledge ourselves to do all we can to inculcate habits and ideals of Thrift through supplementary courses in Thrift in connection with the work in civics and through the sale of Thrift Stamps; and, be it further

RESOLVED, That we appeal to the Federal Government to continue the sale of Thrift Stamps in time of peace for the promotion of Thrift education, and that we urge a modification of the Thrift Stamp program so that stamps of similar denominations may be offered to children whose savings are made, not in large amounts, but in pennies, nickels and dimes.

\* \* \*

RESOLVED, That is the death of Dr. M. E. Dailey, the State has lost one of its foremost educators, a man who will live long in the hearts of the thousands of teachers who have come under the influence of his strong and sympathetic personality.

\* \* \*

WHEREAS, the State Humane Society is conducting an active campaign in a worthy cause, and has offered its services gratuitously to the schools of the State; therefore, be it

RESOLVED, That the section heartily approves the principles underlying the work

of their organization and urges teachers to take full advantage of the proffered services of the society.

\* \* \*

WHEREAS, the great world war has demonstrated that education is a matter of national concern, the nation depending upon its trained men to prepare and serve as officers in the army and to bear the greater share of the burden of management of all enterprises connected with the war; and,

WHEREAS, the demands upon education in the future will be even greater than in the past; and,

WHEREAS, the States and other local agencies are bearing practically the entire cost of education at present, although the Federal Government reaps a great advantage from the work of the school system; and,

WHEREAS, a bill is pending in Congress commonly known as the Smith-Towner Bill (H. R. Bill No. 7) providing for Federal aid for education including Americanization, the overcoming of illiteracy, physical education, rural education, teacher training, and elementary and secondary education generally; therefore, be it

RESOLVED, That we endorse the Smith-Towner Bill (H. R. Bill No. 7) and ask our representatives in the United States Senate and the House of Representatives to give this measure their whole-hearted support.

#### Officers Elected.

Northern Section:

Miss Ella G. McCleery, Sacramento, President.

Mrs. Minnie R. O'Neil, Sacramento, Secretary.

J. D. Sweeney, Red Bluff, Treasurer.

Council Members:

S. P. Robbins, Chico.

S. M. Chaney, Willows.

H. B. Short, Oroville.

Place of next meeting, Sacramento.

—:—

Room 452

FLOOD BUILDING

SAN FRANCISCO

# DIRECTORY EDUCATIONAL ORGANIZATIONS OF CALIFORNIA

*To make available in convenient form a Directory of the principal Educational organizations of the State, this Bulletin is issued as a Supplement to "The Sierra Educational News." It has been impossible to secure in every instance all data desired. If there is error or omission in the name of any officer or address, notify us and correction will be made in a subsequent issue of the Bulletin. To make this Directory more complete and to keep subsequent issues up to date, we will welcome data on organizations not here listed, and on any changes in officers that occur. In the case of Federated Societies, reference to local branches is omitted. Our appreciation is due to those who have responded to our request for information on plans and purposes of their various organizations.*

ARTHUR H. CHAMBERLAIN  
Executive Secretary, California Council of Education  
Flood Building  
San Francisco



**STATE DEPARTMENT OF EDUCATION**

State Board of Education: E. P. Clarke, Riverside, President.  
 Mrs. O. Shepard Barnum, 312 Fifth St., Alhambra, Vice-President.  
 Mrs. Agnes Ray, 272 Twenty-third St., Oakland.  
 George E. Stone, 137 High St., Santa Cruz.  
 Stanley B. Wilson, 203 New High St., Los Angeles.  
 Superintendent of Public Instruction and ex-officio Secretary of State Board of Education:  
 Will C. Wood, Sacramento.  
 Assistant Secretary: Mrs. Florence B. Argall, Sacramento.

**Office of Superintendent of Public Instruction.**

Superintendent: Will C. Wood.  
 Assistant Superintendents (Commissioners of Education):  
 Mrs. Margaret S. McNaught, Albert C. Olney, Edwin R. Snyder.  
 Deputy Superintendent: Job Wood, Jr.  
 Statistician: Sam H. Cohn.  
 Head of Textbook Department: W. S. Dyas.  
 Secretary to Superintendent: Miss Edna Stangland.

**Office of State Board of Education.**

Elementary Department: Mrs. Margaret S. McNaught, Commissioner of Elementary Schools.  
 Secondary Department: Albert C. Olney, Commissioner of Secondary Schools.  
 Vocational Department: Edwin R. Snyder, Commissioner of Industrial and Vocational Education.  
 Miss Maude I. Murchie, Supervisor of Teacher Training Courses in Home Economics.  
 Jeremiah B. Lillard, Supervisor of Agricultural Instruction.  
 John C. Beswick, Supervisor of Trade and Industrial Instruction.  
 Physical Education Department: Clark W. Hetherington, Supervisor of Physical Education.  
 Miss Winifred Van Hagen, Assistant Supervisor of Physical Education.  
 Retirement Salary Department.  
 Miss Marion H. Ketcham, Assistant Secretary, Retirement Board.  
 Commission of Credentials: Members—Superintendent Will C. Wood, Commissioner Margaret S. McNaught, Commissioner Albert C. Olney, Commissioner Edwin R. Snyder.  
 Secretary: Miss Sophia H. Levy.

**COUNTY SUPERINTENDENTS OF SCHOOLS**

COUNTY	NAME	ADDRESS
Alameda.....	Geo. W. Frick.....	Oakland
Alpine.....	Mrs. Eugenia M. Bruns.....	Sheridan, Nev.
Amador.....	Mrs. Sabra R. Greenhalgh.....	Jackson
Butte.....	Mrs. Pearle Rutherford.....	Oroville
Calaveras.....	Teresa Rivara.....	San Andreas
Colusa.....	Perle Sanderson.....	Colusa
Contra Costa.....	Wm. H. Hanlon.....	Martinez
Del Norte.....	Jos. M. Hamilton.....	Crescent City
El Dorado.....	E. J. Fitzgerald.....	Placerville
Fresno.....	Clarence W. Edwards.....	Fresno
Glenn.....	S. M. Chaney.....	Willows
Humboldt.....	Robert A. Bugbee.....	Eureka
Imperial.....	A. P. Shibley.....	El Centro
Inyo.....	Mrs. M. A. Clarke.....	Bishop
Kern.....	L. E. Chenoweth.....	Bakersfield
Kings.....	Miss M. L. Richmond.....	Hanford
Lake.....	Minerva Ferguson.....	Lakeport
Lassen.....	Mrs. Julia A. Norwood.....	Susanville
Los Angeles.....	Mark Keppel.....	Los Angeles
Madera.....	Craig Cunningham.....	Madera
Marin.....	Jas. B. Davidson.....	San Rafael
Mariposa.....	John L. Dexter.....	Mariposa
Mendocino.....	Roy Good.....	Ukiah
Merced.....	Mrs. Belle S. Gribi.....	Merced
Modoc.....	Mrs. Nettie B. Harris.....	Alturas
Mono.....	Mildred Gregory.....	Bodie
Monterey.....	Geo. Schultzberg.....	Salinas
Napa.....	Lena A. Jackson.....	Napa
Nevada.....	Miss Elizabeth M. Richards.....	Nevada City
Orange.....	R. P. Mitchell.....	Santa Ana
Placer.....	Irene Burns.....	Auburn
Plumas.....	Mrs. Kate I. Donnelley.....	Quincy
Riverside.....	Ira K. Landis.....	Riverside
Sacramento.....	Carolyn M. Webb.....	Sacramento

## THE SIERRA EDUCATIONAL NEWS

San Benito.....	W. J. Cagney.....	Hollister
San Bernardino.....	Mrs. Grace C. Stanley.....	San Bernardino
San Diego.....	John F. West.....	San Diego
San Francisco.....	Alfred Roncovieri.....	San Francisco
San Joaquin.....	John W. Anderson.....	Stockton
San Luis Obispo.....	Robert L. Bird.....	San Luis Obispo
San Mateo.....	Roy W. Cloud.....	Redwood City
Santa Barbara.....	Mamie V. Lehner.....	Santa Barbara
Santa Clara.....	Miss Agnes Howe.....	San Jose
Santa Cruz.....	Miss Cecil M. Davis.....	Santa Cruz
Shasta.....	Mrs. Charlotte Cunningham.....	Redding
Sierra.....	Belle Alexander.....	Downieville
Siskiyou.....	Mrs. Kate E. Horn.....	Yreka
Solano.....	Dan H. White.....	Fairfield
Sonoma.....	Ben Ballard.....	Santa Rosa
Stanislaus.....	A. G. Elmore.....	Modesto
Sutter.....	Lizzie Vagedes.....	Yuba City
Tehama.....	Mamie B. Lang.....	Red Bluff
Trinity.....	Miss Lucy Young.....	Weaverville
Tulare.....	J. E. Buckman.....	Visalia
Tuolumne.....	G. P. Morgan.....	Sonora
Ventura.....	Mrs. Blanche T. Reynolds.....	Ventura
Yolo.....	Harriett S. Lee.....	Woodland
Yuba.....	Jennie Malaley.....	Marysville

## CITY SUPERINTENDENTS OF SCHOOLS

CITY	COUNTY	NAME OF SUPERINTENDENT
Alameda.....	Alameda.....	C. J. Du Four
Alhambra.....	Los Angeles.....	Charles Emory Barber
Bakersfield.....	Kern.....	Charles E. Teach
Berkeley.....	Alameda.....	H. B. Wilson
Chico.....	Butte.....	Chas. H. Camper
Eureka.....	Humboldt.....	Geo. B. Albee
Fresno.....	Fresno.....	Jerome O. Cross
Long Beach.....	Los Angeles.....	W. L. Stephens
Los Angeles.....	Los Angeles.....	Albert Shields
Marysville.....	Yuba.....	Jennie Malaley
Modesto.....	Stanislaus.....	W. E. Faught
Oakland.....	Alameda.....	Fred M. Hunter
Oroville.....	Butte.....	H. P. Short
Palo Alto.....	Santa Clara.....	R. J. Wells
Pasadena.....	Los Angeles.....	Jeremiah M. Rhodes
Petaluma.....	Sonoma.....	Bruce H. Painter
Piedmont.....	Alameda.....	Wm. John Cooper
Pomona.....	Los Angeles.....	G. V. Whaley
Richmond.....	Contra Costa.....	W. T. Helms
Riverside.....	Riverside.....	A. N. Wheelock
Sacramento.....	Sacramento.....	Chas. C. Hughes
Salinas.....	Monterey.....	Arthur Walter
San Bernardino.....	San Bernardino.....	B. F. Crandall
San Diego.....	San Diego.....	Henry C. Johnson
San Jose.....	Santa Clara.....	Alex. Sherriffs
San Luis Obispo.....	San Luis Obispo.....	Arthur H. Mabley
San Rafael.....	Marin.....	Roger S. Phelps
Santa Ana.....	Orange.....	John A. Cranston
Santa Barbara.....	Santa Barbara.....	Paul E. Stewart
Santa Cruz.....	Santa Cruz.....	John W. Linscott
Santa Monica.....	Los Angeles.....	Horace M. Rebok
Santa Rosa.....	Sonoma.....	T. F. Brownscombe
Stockton.....	San Joaquin.....	Ansel S. Williams
Vallejo.....	Solano.....	A. C. Barker
Ventura.....	Ventura.....	Arthur L. Vincent
Visalia.....	Tulare.....	De Witt Montgomery

## STATE NORMAL SCHOOLS

Chico.....	Chico.....	C. M. Osenbaugh, President
Fresno.....	Fresno.....	C. L. McLane, President
Humboldt.....	Arcata.....	W. B. Van Matre, President
San Diego.....	San Diego.....	Edward L. Hardy, President
San Francisco.....	San Francisco.....	Frederick Burk, President
San Jose.....	San Jose.....	L. B. Wilson, President
Santa Barbara.....	* Santa Barbara.....	C. E. Phelps, President

# CALIFORNIA COUNCIL OF EDUCATION CALIFORNIA TEACHERS' ASSOCIATION

E. MORRIS COX, Ass't Supt. of Schools, Oakland - - - - - President  
ARTHUR H. CHAMBERLAIN - - - - - Executive-Secretary

The Association is a Federated Body, governed by corporate law, composed (at present) of five geographical sections or divisions. Each section elects its own officers, works under a constitution that must be in harmony with the By-Laws of the Federal organization and the laws of the State, and holds its own annual meeting. The Council is a delegate body, one delegate for each 300 members or major fraction in the section, elected by the members of each section. The President and Secretary of each section are delegates ex-officio. Terms of Council members differ according to the Section from which they are chosen. Council Meetings, semi-annually, or more frequently; the annual meeting 2nd Saturday in April.

An executive body or Board of Directors of 9 is chosen at the annual meeting of the Council, these to serve for one year, and to choose their own President and Secretary. The President of the Board is President of the Council; the Secretary may or may not be a member of the Council, and is the paid executive officer of the Council and of the Association, and is Editor of the Official Journal, THE SIERRA EDUCATIONAL NEWS. Annual dues \$2.00 per year, including subscription to the magazine.

The State organization works through the meetings of sections, local councils, and Committees of the Federal Council; initiates and carries through legislation; investigates educational issues; proposes changes in method or brings forward for consideration advanced propaganda. Only matters of State-wide import are taken up by the Council, which acts as a clearing house for the local bodies. THE SIERRA EDUCATIONAL NEWS serves as the channel of communication, and to cement together all parts of the State.

## CALIFORNIA TEACHERS' ASSOCIATION

### Bay Section:

H. B. WILSON, Supt. of Schools, Berkeley - - - - - President  
W. L. GLASCOCK, Principal High School, San Mateo - - - - - Secretary

### Central Section:

JEROME O. CROSS, Supt. of Schools, Fresno - - - - - President  
ROBT. J. TEALL - - - - - Secretary

### Central Coast Section:

RAYMOND LELAND - - - - - President  
MISS LESLIE G. SMITH, Principal Sunnyvale Schools - - - - - Secretary

### Northern Section:

MISS ELLA G. MCCLEERY - - - - - President  
MRS. MINNIE R. O'NEIL, Asst. Supt. of Schools, Sacramento - - - - - Secretary

### Southern Section:

DR. E. C. MOORE, President Los Angeles State Normal School - - - - - President  
DR. A. E. WILSON, Principal Manual Arts High School, Los Angeles - - - - - Secretary

## CALIFORNIA TEACHERS' ASSOCIATION, LOCAL COUNCILS

### Bay Section:

A. J. CLOUD, Asst. Supt. of Schools, San Francisco - - - - - President  
- - - - - Secretary

### Southern Section:

W. L. STEPHENS, Supt. Schools, Long Beach - - - - - President  
BERTHA R. HUNT, Santa Monica - - - - - Secretary

## Agricultural Association of Southern California.

HARRY W. SHEPHERD, Manual Arts High School, Los Angeles, President.

G. MILLAGE MONTGOMERY, Franklin High School, Los Angeles, Secretary-Treasurer.

## Alameda County Educational Association.

MRS. SUE L. FRATES, 204 Wayne Ave., Oakland, President.

ALICE ORNE HUNT, 2166 Clinton Ave., Alameda, Secretary.

"Aims First, to urge the necessity of keeping boys and girls in school, that they may be prepared to solve our Nation's future problems; Second, to show the vital need of giving sufficient financial support to our Public Schools. The Association is asking the privilege of sending 4-minute speakers to Churches, Red Cross Auxiliaries, Parent-Teacher Associations, Chambers of Commerce, Rotary Clubs, and all other Civic Bodies in

the County, once a month, to put these problems before the public convincingly and intelligently."

Fee \$.25 a year.

## American Association of Teachers of Spanish, Los Angeles Chapter.

GEO. W. H. SHIELD, Manual Arts High School, Los Angeles, President.

KATHLEEN D. LOLY, Pasadena High School, Secretary-Treasurer.

"Meetings generally to be held in connection with the Spanish Section of the Modern Language Association of Southern California (see notice). Dues \$2.00, including subscription to Hispania, the official organ of the American Association of Teachers of Spanish. The aim of this chapter is to bring the Spanish teachers of Southern California into closer co-operation with the National Organization and to strengthen the work of the Spanish Section of the Modern Language Association of Southern California."

**Association Francaise.**

CHARLES J. DUPUY, Girls' High School, San Francisco, President.

MRS. BELLE BICKFORD, 2725 Prince St., Berkeley, Secretary.

"There has grown out of the Romanic Language Association of California a new organization, called the "Association Francaise," which includes in its membership not only teachers of French, but all those who are interested in France, her people or her language. The aim of the Association is to bring those interested into closer union and fellowship, to create a more uniform presentation of the French language in the schools, and to assure a better co-ordination between the elementary and secondary schools and the universities. A bulletin will be issued periodically containing items collected from sources abroad and at home which will deal with things vital to the needs of teachers. Slides and cards of points in France will be placed at the disposal of those who wish to use them in the classroom or clubs, and a lecturer upon the subject will be furnished if desired."

**Association of School Board Secretaries and Financial Agents.**

E. H. PHILLIPS, Santa Ana, President.

CHAS. H. SIMOND, Santa Monica, Secretary.

"Endeavor to unify the system of accounting and in every way possible make the financial side of school systems efficient. A year ago we adopted a standard system of accounting and in various school districts put the system into effect. We aim to learn from each other, and from such speakers as we may be able to obtain, of school finance, efficiency in purchasing, accounting, and of all matters which have to do with the financial side of school work."

Meetings held at various places in November and May.

There are 25 members with a fee of \$1.00 per year.

**Bakersfield City Teachers' Club.**

MISS MARGARET M. GIFFIN, Bakersfield, President.

MRS. EDITH M. WILLIAMS, Bakersfield, Secretary.

"Meets monthly. Organized to benefit teachers. Assisted in securing teachers better pay. Has conducted lecture courses. Entertains at County Institute. Has a Service Committee to assist new teachers in finding desirable rooming places."

**Bay Association of School Administrators.**

E. MORRIS COX, Oakland, President

A. J. CLOUD, San Francisco, Secretary.

"Study of the curriculum from the point of view of the school administrator."

**Berkeley Kindergarten Teachers' Association.**

MINNIE H. YOUNG, Berkeley, Acting President.

ELEANOR MACKENZIE, Berkeley, Secretary.

"Meeting is held once a month for the purpose of co-operation and professional advancement."

**Berkeley Principals' Club.**

A. J. HAMILTON, Principal of Washington School, President.

**Berkeley Teachers' Association.**

MISS MADELINE CHRISTY, Willard School, President.

MRS. ANNA V. DORRIS, Thousand Oaks School, Berkeley, Secretary.

"Organized November, 1906.

Initiators of teachers' retirement and salary discount bills. Benefit, civic legislative and professional advancement sections doing splendid work.

Meetings third Thursday of each month.

General fee \$.50 per year.

Benefit fund \$2.50."

**Butte County School Masters' Club.**

L. M. ELSKAMP, Chico, President.

F. D. CROSS, Chico, Secretary.

Meetings second Thursday of each month at State Normal School, Chico. 40 members.

**California Congress of Mothers and Parent-Teacher Associations.**

DR. JESSIE A. RUSSELL, 643 N. Maryland Ave., Glendale, President.

MRS. WILLIAM ECKHART, 245 South Oxford Ave., Los Angeles, Recording Secretary.

"The object of this organization is to unify and strengthen all forces represented in the individual associations which compose the Congress. It shall act as a central bureau of information and aid to all those associations in the State which are working in the interest of parenthood, childhood, and the home, and co-operate with educators and legislators to secure the best methods of physical, mental and moral training of the young; enlighten motherhood upon the problems of race development; uplift and improve the conditions of mothers in all walks of life; arrange for stated conferences of people interested in the objects of the society, as set forth in its Constitution."

Executive Board meetings monthly, second Wednesday.

Annual convention in May.

**California Federation of School Women's Clubs.**

MARGARET C. BURKE, San Francisco, President.

ELSIE NORTHRUP, San Mateo, Secretary.

Organized in 1908 for promotion of professional spirit, for acquaintance and fellowship; and for uplift of the cause of education and educational workers.

**California High School Principals' Convention.**

HON. A. C. OLNEY, Commissioner of Secondary Schools, Sacramento, President.

Meets annually at various parts of the State; considers important educational questions, proposed legislation, etc.

**California High School Teachers' Association.**

ARTHUR H. CHAMBERLAIN, Executive and Business Secretary.

Meets annually, in conjunction with the summer session of the University of California. Papers and addresses in general sessions and in departments: Annual fee \$.50 including copy of published proceedings.

**California School Library Association.**

SARAH E. MCCARDLE, Fresno County Free Library, Fresno, President.

ROBERT REA, Public Librarian, San Francisco, Vice-President.

NELL STROTHER, Fresno County Free Library, Fresno, Secretary-Treasurer.



**California State Association of English Teachers.**

E. GERTRUDE COOK, 220 Santa Inez Ave., San Mateo, President.

IRENE E. ALEXANDER, 59 South Fifth St., San Jose, Secretary-Treasurer.

Membership composed of teachers of English in Universities, Colleges, Secondary and Elementary Schools. *Annual dues* \$1.00.

**California State Association of Penmanship Supervisors.**

FRANK A. KENT, Box 220, Stockton, President. Meets annually.

**California State Conference of Social Agencies.**

DR. RAY LYMAN WILBUR, President Stanford University, President.

MR. SEWARD A. SIMONS, 1107 Buena Vista, South Pasadena, Secretary.

Meets annually for consideration of civic problems, child welfare, and other important educational matters.

*Membership fee* \$1.00.

**California Vocational Guidance Association, Southern Section.**

L. W. BARTLETT, Federal Board for Vocational Education, Rehabilitation Division, San Francisco, President.

**Classical Association of Southern California (Section of Classical Association of Pacific States).**

ROLLAND I. STEVENS, Franklin High School, Los Angeles, President.

MARY M. WENTWORTH, 2002 Sunset Blvd., Los Angeles, Secretary.

Organized 23 years ago. Composed of Latin and Greek Teachers of Southern California. During the past two years affiliated with the other classical associations.

Meetings at Los Angeles in December and April.

Issues the Classical Journal. (In connection with Eastern and middle-Western Associations).

80 members. *Fee* \$2.00.

**Classical Association of the Pacific States of the Central Section.**

DR. W. J. WILSON, University of Pacific, President.

MISS CLARA EDITH BAILEY, Oakland Technical High School, Secretary-Treasurer.

**Commission of Twenty-One on a Reorganization of the School System and a Codification of the School Laws.**

MRS. GRACE C. STANLEY, County Superintendent Schools, San Bernardino, Secretary.

**County and City Superintendents' Convention.**

Local and State issues, particularly school finance, school law and legislation.

**County Free Library.**

MILTON J. FERGUSON, State Librarian, Sacramento.

MRS. MAY DEXTER HENSHALL, School Library Organizer, Sacramento.

HARRIET G. EDDY, County Library Organizer, State Library, Sacramento.

**Elementary Principals' Association of Los Angeles County.**

STANLEY HOWLAND, Principal Horace Mann School, Long Beach, President.

ARTHUR M. BROWN, 570 Lake Ave., Pasadena, Secretary.

"The organization proposes to secure greater recognition of the importance of the work in the elementary school; to secure needed legislation; to standardize the work of elementary schools; to effect a Southern California Association, and by so doing to promote a State-wide organization."

Meetings on the 3d Saturday of October, February and April.

46 paid-up members, with a much larger attendance.

**Elementary Principals' Association of Southern California.**

RAY E. POLLICH, 2361 W. 21st St., Los Angeles, President.

CHAS. A. WEISE, Burnett School, Long Beach, Secretary.

**Eureka Teachers' Club.**

MRS. EMMA YOUNG, Eureka, President.

MISS GERTRUDE THOMPSON, Eureka, Secretary-Treasurer.

**Federation of Applied Arts and Sciences.**

*Southern Section:*

ANNA LELAND, Valencia Apts., Los Angeles, President.

LEROY G. BROWN, Sentous Intermediate School, Los Angeles, Secretary-Treasurer.

"Meeting 1st Thursday each month."

Yearly Bulletin issued with names and addresses of the federated organizations:

The Agricultural Association of Southern California;

The Manual Arts Teachers' Association;

The Pacific Conference of Home Economics.

The members of this federated association represent the educational work effected by the passage of the Smith-Hughes Bill."

**Fresno School Women's Club.****Glendale City Teachers' Club.**

CLORA MIDCALF, 423 E. Harvard, Glendale, President.

MARY L. CIRCLE, 448 W. Maple St., Los Angeles, Recording Secretary.

"It shall be the object of this Club to advance the interests of the schools, to raise the standard of the profession to cultivate a spirit of sympathy and goodwill among teachers, and to create in the community at large a deeper sense of the dignity of the teachers' professions and the importance of the interests it represents."

Meetings of the club, fourth Tuesday of September, November, January, March, May.

Executive Board meets first Tuesday each month. Annual business meeting 4th Tuesday in May.

**Grade School Principals' Association of Los Angeles County.**

S. F. HOWLAND, 1929 E. 4th St., Long Beach, President.

ARTHUR M. BROWN, 570 No. Lake Ave., Pasadena, Secretary.

"To secure greater recognition of the importance of the work of the Elementary Schools. To secure needed legislation. To standardize work of Elementary Schools. To effect a Southern California Association and by so doing aim to promote a State-wide organization."

Section 3, Article 7, states: "This Club shall in no way become allied with Labor Unions or any Federation of Labor, nor shall it be unionized."

Meetings, third Saturdays of October, February and April. *Fee \$1.00 yearly.*

#### **Grade Teachers' Association of Berkeley.**

ELLA BRADLEY, Berkeley, President.

ANNA LOGAN, Berkeley, Secretary.

"The object of the Grade Teachers' Association is to promote an interest in the schools and cultivate a spirit of fellowship, to form a representative body able to speak with authority for teachers and to raise the standard and dignity of the teaching profession."

#### **Grammar School Principals' Association, Central Section.**

Organized for the purpose of promoting the general interests of the grammar schools, school legislation, etc.

#### **Intermediate High School Teachers' Association of Berkeley.**

NINA M. FARWELL, 2205 Stuart St., Berkeley, President.

CHAS. O. BRUCE, 939 San Benito Road, Berkeley, Secretary.

"The special object of the association is to investigate and study the problems presented by children during the adolescent period."

#### **Intermediate Teachers' Club, Pomona.**

EMMETT CLARK, Pomona, President.

#### **Junior College Association of Southern California.**

MERTON E. HILL, Principal Chaffee Union High School, Ontario, President.

ELIZABETH LODWICK, Los Angeles High School, Secretary.

Meetings at Spring and Christmas vacations each year.

#### **Kate Kennedy Club of San Francisco.**

GENEVIEVE CARROLL, John Swett School, San Francisco, President.

LOUISE BRAY, Farragut School, San Francisco, Secretary.

#### **Kindergarten Primary Council of the West.**

DR. W. N. HALLMANN, Pasadena, President.

MISS B. M. GILSON, Santa Barbara, Secretary.

#### **Long Beach City Teachers' Club.**

RUTH ADAIR SMART, 217 W. 12th St., Long Beach, President.

HELEN S. GRAY, 1205 E. Ocean Ave., Long Beach, Corresponding Secretary.

"The object of this Club shall be to cultivate a spirit of sympathy and good will among the teachers; to improve the character of the work done in the school; to develop the ability and resources of individual members; to create in the community at large a deeper sense of the dignity of the teaching profession and the improvement of the interest which they represent.

The Executive Board, composed of the officers, the Board of Education, Auditor, Chairman of all committees and a representative from every building, meets once a month to carry on business pertaining to the advancement of the profession and the welfare of the members. The strength of the organization is used to secure needed legislation. Through the various committees the following specific work is accomplished: a program of general interest is provided; University Extension classes are maintained; a loan fund is established; a housing bureau is conducted and the salary question has been investigated."

Last May the salaries were increased \$250, after a report was made of the salary inves-

tigation. Membership includes all branches of the teaching body. Publishes quarterly magazine, "Long Beach School Topics."

*Annual dues \$2.00.*

#### **Los Angeles City Teachers' Club.**

WILHELMINA VAN DE GOORBERG, 202 Trinity Bldg., Los Angeles, President.

ADDIE E. DORAN, Executive Secretary.

ZOE MACCLURE, Corresponding Secretary.

Largest teachers' club in the State; cultivates a closer spirit of sympathy among teachers; looks toward raising standards in the profession; creates a representative body to speak with authority for teachers and brings to the community a sense of the meaning and dignity of the school. Develops professional sense in teachers through public lectures, study classes, etc. Issues monthly bulletin. *\$.50 per year.*

#### **Los Angeles County Supervisory Association.**

RICHARDSON D. WHITE, 1431 W. 3rd St., Glendale, President.

BERTHA R. HUNT, Box 584, Santa Monica, Secretary.

"Quoting from the Constitution, 'the purpose of the organization is to form a closer supervisory system, to secure the strength that comes from combination of similar forces; to study and apply the latest educational discoveries.'

By discussion and careful consideration of important educational questions, the association has been a great stimulus for better work among its members."

Meetings at Olive St. School, Los Angeles, 3rd Saturday of each month, October to May, inclusive.

About 100 members. *Fee \$1.00 per year.*

#### **Los Angeles High School Teachers' Association.**

EDWARD B. COUCH, Polytechnic High School, Los Angeles, President.

WM. R. TANNER, Boyle Heights Intermediate School, Los Angeles, Secretary.

"The Association begins its work this year in permanent and enlarged headquarters, rooms 200-203 Hamburger Building. It has employed an office secretary who looks after the detail work for the president. It is probable that the dues will be raised from \$2 to \$4 this year. Last year the teachers' organizations, one of which was the High School Teachers' Association, was able to carry on a campaign of education in the city of Los Angeles. The direct result of the campaign was an increase in salary of from \$280 to \$320 per teacher. They, also, were able to help put over some very important legislation at the last State legislature. The work of this year will be largely a matter of preparation for our next legislative year.

The Los Angeles School Journal, which was started by the Principals' Club some time ago, has made a joint publication, so that it is official, both for the High School Teachers' Association and the Principals' Club. It is a magazine of 24 pages, issued Monday of each week. It carried educational news and notes, notices from the Superintendent's offices, and announcements of the actions of the two Associations. The Executive Committee of the High School Teachers' Association meets the second Monday of each month at the headquarters."

**Manual Arts Teachers' Association of Southern California.**

J. G. MILLER, 1609 Venice Blvd., Venice, President.

CAROLINE E. HARRIS, 735 Earlham St., Pasadena, Secretary.

"Monthly meetings with local sections.

Joint session and program arranged by local committee. Committee appointed to formulate a minimum course of study in Industrial Arts, Kindergarten through High School, soon to report."

**Men Teachers' Club of San Francisco.**

A. M. CLEGHORN, Lowell High School, San Francisco, President.

F. H. CLARK, Principal Mission High School, San Francisco, Secretary.

**Modern Language Association of Southern California.**

ALFRED L. BENSHIMOL, Manual Arts High School, Los Angeles, President.

KATHLEEN D. LÖLY, Pasadena High School, Secretary.

"The purpose of the Association is the furtherance of modern language study in the schools of Southern California and the self-development of the teachers through all the advantages which may be obtained in an active, wide-awake organization."

Permanent Headquarters, 204 Hamburger Bldg., Los Angeles.

**Music Teachers' Association of California.**

MRS. SOPHIA NEWLAND NEUSTADT, 52 Hamilton Place, Oakland, President.

WM. W. CARRUTH, 2824 13th Ave., Oakland, Secretary.

"Promotes musical culture, the raising of standards of the teachers of music and the general interests of music teachers. Music extension work as taken up and developed by the University of California. Public school credits for outside music work in effect in some cities. Enlargement and development of music departments in the public libraries of the State. (This last activity to be begun this Fall in co-operation with representatives of the Music Extension Department of the University of California and the State Library at Sacramento)."

Meets annually. Approximately 500 members. Annual dues \$3.00.

**National Council of Geography Teachers, California Division.**

JAMES F. CHAMBERLAIN, Southern California Branch, University of California, President.

Bay Section:

JOHN A. IMRIE, Berkeley, President.

"The organization strives to secure more effective teaching of geography and to make a knowledge of geography of greater value in daily life." "For discussion of the general aims and methods in geography teaching."

**Minimum Essentials Committee of Southern California.**

DR. E. C. MOORE, President State Normal School, Los Angeles, Chairman.

**Oakland Teachers' Association.**

W. E. MOORE, Supervisor of Americanization, Oakland, President.

MARION RAHM, Oakland, Secretary.

"Its objects are to receive whatever advantages, social, intellectual or professional, can be derived from co-operation; to promote a feeling

of fellowship among teachers; and to discuss questions and take active part in all affairs in which, as teachers and as intelligent members of the community they may be interested."

**Oroville Community Council and Social Center.**

MRS. ALTRA DUNCAN HENGY, Oroville, President.

**Pacific Conference of Home Economics.**

ESSIE ELLIOTT, Manual Arts High School, Los Angeles, President.

FLORENCE T. HOLBROOK, 5286 Harold Way, Hollywood, Corresponding Secretary.

Sections on Domestic Science and Domestic Arts.

**Pacific Division of the American Association for the Advancement of Science.****Pasadena Teachers' Association.**

GEORGE HETZEL, 1205 N. Michigan Ave., Pasadena, President.

JANE J. POULSEN, Pasadena, Secretary.

"The object of this Association shall be to promote unity and harmony among the different departments of the educational system; to take an active part in the advancement of civic affairs; to elevate the standard of the teaching profession by keeping in touch with the most advanced thought along educational lines, among members of this organization, and to secure necessary legislation in city and State."

**Pasadena City Elementary Teachers' Club.**

ELISABETH J. HARKNESS, Pasadena, President.

LYDIA BRONNER, Pasadena, Secretary.

**Pasadena Kindergarten Teachers' Club.**

MARY JANE HOWARD, Pasadena, President.

HAZEL E. HUNT, Pasadena, Secretary.

**Pomona Valley School Masters' Club.**

FRANK F. PALMER, Principal H. S. Claremont, President.

PROF. EWART, Pomona College, Secretary.

**Principals' Club, Long Beach.**

MISS MINNIE GANT, Principal Temple Ave. School, President.

SEYMOUR I. STONE, Principal Alamitos School, Secretary.

"To discuss educational questions and stimulate professional growth."

Meetings semi-monthly.

**Principals' Club of Los Angeles City.**

G. J. McDONALD, 201 So. Grand Ave., Los Angeles, President.

ELIZABETH D. SANDS, 1305 Ingraham St., Los Angeles, Secretary.

Through bringing together the principals of the various schools, not only for the exchange of personal experiences, but through the discussion of pressing educational questions, the club acts as a Clearing House. It furnishes also a medium as between the teaching force and the Administration.

Meetings on 3rd Monday of each school month. Over 200 members. Fee \$2.00 per year.

Publishes the Educational Journal as official organ. Price \$1.50 per year.

**Principals' Club of San Diego City.**

HARRY O. WISE, 4212 Palmetto Way, San Diego, President.

MRS. VIVIENNE C. HALLIDAY, 2048 3rd St., San Diego, Secretary.

"The organization consists of the Superintendent, Principals, Vice-Principals and Gen-

eral Supervisors of the City Schools. Professional and social. Meets first Friday evening of the month.

Dues made by assessment.

#### **Principals' Study Club, Oakland.**

MISS ELIZABETH ARTEIT, 24 Linda Ave., Oakland, President.

E. W. KATTINGER, 1526 Webster St., Oakland, Secretary.

"To stimulate professional spirit, discuss local problems, increase co-operation and friendship between schools."

Meetings, six per year.

#### **Public Education Society of San Francisco.**

MRS. JESSE H. STEINHART, San Francisco, President.

DR. SAMUEL LANGER, Chairman Program Committee.

#### **Sacramento Elementary Public Schools, Teachers' Chapter 44.**

MISS VIRGINIA YOLO, President.

MISS JOSEPHINE GURNETTE, Vice-President.

MISS EDITH LAWSON, Recording Secretary.

MISS DOROTHY GRAVES, Treasurer.

MRS. JANE GRAVES, Corresponding Secretary.

#### **Sacramento Federation of High School Teachers.**

MISS LAURETTA FERGUSON, President.

MISS MARY CRAVENS, Vice-President.

MISS FLORA CROWLEY, Recording Secretary.

MISS ABBY RUTH TRACY, Corresponding Secretary.

A. H. BURD, Treasurer.

#### **Sacramento School Masters' Club.**

LEWIS WINTER, President.

CHAS. E. GOSTICK, 1st Vice-President.

J. M. KELSO, 2nd Vice-President.

H. R. STEINBACH, Secretary-Treasurer.

#### **Sacramento School Women's Club.**

MRS. I. M. C. SMITH, President.

MISS JEANNE GOVAN, Vice-President.

MISS MARY COX, Secretary.

MISS RUTH ABBY TRACY, Treasurer.

Executive Board: One representative from every school not represented by an officer of the Club.

#### **Sacramento Teachers' Association.**

MISS S. MAUD GREEN, President.

MISS MARGARET I. STRACHAN, Secretary.

Council of 8 to confer with the superintendent of schools on matters of import.

#### **Sacramento Teachers' Mutual Aid Society.**

MINNIE ROTH, 1211 L St., Sacramento, President.

IDA M. FLEMMING, 1412 12th St., Sacramento, Secretary.

"Our field of endeavor is to aid our fellow teachers in time of sickness. Benefits are not limited to a certain amount for one person. We try to give aid until the sick person has entirely recovered. Organized 1901.

Sick benefits paid to date \$5,201.

One, \$100 Liberty Bond purchased; substantial sum in Treasury."

Meetings 3rd Friday in October, City Hall, Sacramento.

208 members. Initiation fee \$1.00; dues \$.25 per month.

#### **San Antonio Teachers' Guild.**

WILBUR A. FISKE, Ontario, President.

FANNIE D. NOE, Upland, Vice-President.

VINA DANKS, Ontario, Secretary.

"This organization holds three meetings a year.

The program of one meeting furnished by members of the organization, each of the other meetings consisting of a lecture usually by some educator of the State. The object of the organization as indicated in its constitution is 'to advance the interests of the schools; to raise the standard of education; to bring about a higher appreciation of the teachers and the dignity of the profession in the community; to secure the uplift and inspiration that will come from an harmonious union of teachers working together as a unit for greater efficiency and the cause which they represent.' This organization has been in existence six years."

#### **San Diego County Teachers' Club (Includes San Diego City Teachers).**

MRS. MABEL E. O'FARRELL, 2403 F St., San Diego, President.

E. J. SHIVES, Oceanside, Secretary.

"Club composed of two sections—one devoted to interests of elementary education; the other to interests of secondary education."

Two regular meetings annually.

Assessments when necessary.

#### **San Diego Teachers' Association.**

MIRRIAM BESLEY, 2309 5th St., San Diego, President.

SARAH E. DUDLEY, 4277 Jackdaw St., San Diego, Recording Secretary.

"The general object is to organize the teachers of San Diego on a basis of professionalism and legal status that shall clearly define and establish the relations of teachers to one another to superior officers and governing boards and to the community, and shall promote the interests of the public schools and the teaching profession.

Any person teaching in public kindergarten, elementary, or high school of the City of San Diego, or in the San Diego State Normal School, excepting superintendents, assistant superintendents, principals, vice-principals and supervisors, may become a regular member on payment of the annual dues.

Associate Members—Teachers in active service, but not in the public schools.

The first definite work undertaken by the Association was the effort to secure for the teachers of San Diego an increase in salary. The flat increase of \$300 granted this year to all public school teachers of this city was the direct result of this effort."

The Association membership numbers 260.

Four general meetings yearly—September, November, February. Annual business meeting in May.

#### **San Francisco Grade Teachers' Association.**

EDNA COTREL, 3240 Clay St., San Francisco, President.

KATHRYN COONEY, 1350 Washington St., San Francisco, Recording Secretary.

Issues monthly bulletin.

#### **San Joaquin Valley School Masters' Club.**

J. C. CHRISMAN, Tracy, President.

FRANK A. KENT, 245 E. Poplar St., Stockton, Secretary.

#### **San Jose High School Women's Club.**

ELIZABETH DONOVAN, Myrtle and Polhemus Sts., San Jose, President.

CATHERINE BRAHASKA, San Jose High School, Secretary.

"Student Welfare; Welfare of women teachers;



anything we see to do. Lectures on current topics. Immense amount of relief and war work done. Established a schedule of wages putting women on equal basis with men.

Interests of girl students and social affairs of students given special attention."

Meeting first Monday of each month, high school bldg.

About 40 members. *Fee \$.50 per semester.*

#### **San Jose School Women's Club.**

FERMOR ALEXANDER, 59 S. 5th St., San Jose, President.

MARGUERITE RITCHIE, McKee Road, near Capitol Ave., San Jose, Secretary.

"Meetings, second Tuesday of each month.

Program of evening lectures scheduled for the coming year.

#### **Santa Barbara City Teachers' Club.**

#### **Santa Clara County High School**

#### **Men's Association.**

#### **School Masters' Club, Bay Section.**

DR. I. C. HATCH, Polytechnic High School, San Francisco, Secretary.

Serves social and literary ends.

Meeting 2nd Saturday January, April and October. 200 members.

#### **School Masters' Club, Central Section.**

#### **School Masters' Club, Northern Section.**

DAN H. WHITE, County Superintendent, Fairfield, President.

EDWARD W. LOCHER, Principal Maxwell High School, Secretary.

"To bring together at the annual meeting the school men of the northern section and their guests, in order to enjoy the advantages of social and intellectual communion."

Meeting annually with C. T. A. Northern Section.

200 members. *Initiation fee \$.50.*

#### **School Masters' Club of Southern California.**

FREDERICK F. MARTIN, National City, Vice-President.

ARTHUR G. BROWN, Los Angeles, Recording Secretary.

"Brings together in a social way National and State leaders, who appear upon the annual Association program."

Meets annually at Association week at Los Angeles.

#### **School Men's Club, Long Beach.**

C. C. OCKERMAN, Principal Pine Ave. School, President.

CHARLES F. SEYMOUR, Polytechnic High School, Vice-President.

STANLEY T. HOWLAND, Principal Horace Mann School, Secretary.

Has 50 members, including Board of Education. Social, civic purpose rather than academic.

#### **School Men's Club of Oakland.**

ALBERT S. COLTON, Principal Clauson School, Oakland, President.

H. W. CAMPBELL, 3877 Greenwood Ave., Oakland, Secretary.

"A very active interest in legislative work, a strong social or recreational side of our organization."

Meeting at call of Executive Committee.

125 members. *\$.25 annual fee.*

#### **School Women's Club of Alameda.**

GENEVIEVE NICHOLSON, 1141 Filbert St., San Francisco, President.

ELIZABETH MENSING, 1201 Union St., Alameda, Secretary.

"Professional growth and spirit of social welfare. Participates actively in all school interests; co-operates with Mothers' Clubs."

Two regular meetings a year. Called meetings for matters of importance.

103 members. *\$.50 per year.*

#### **School Women's Club of Berkeley.**

MRS. BEATRICE WILMANS, Berkeley, President.

MABEL WILSON, Berkeley, Secretary.

#### **School Women's Club of Fresno.**

MAME RUSSELL, Washington School, Fresno, President.

MAUDE E. PRICE, 1354 P St., Fresno, Secretary.

Organized March, 1919.

"Aims to further the welfare of its members and to promote the best interests of the schools; works for improvements in local school regulations, salary schedules, etc., and participates actively in securing desirable school legislation."

Affiliated with the California Federation of School Women's Clubs.

Meets first Tuesday of each month.

190 members. *\$1.00 annual fee.*

#### **School Women's Club of Oakland.**

LULU A. SHELTON, 549 62nd St., Oakland, President.

MRS. ADDIE M. CLARK, 326 51st St., Oakland, Secretary-Treasurer.

"Secured in 1914 the passage of the rule that teachers should receive half pay for six weeks during illness. This rule is now in force. Maintains an Emergency Fund from which teachers may borrow without interest or security in times of emergency. During the salary campaign in Oakland, 1919, it was instrumental in securing an increase of \$420 per annum for each teacher and employe of the Oakland Schools. In co-operation with the Federation of Mothers' Clubs it maintained the Day Nursery at Prescott School for two years. This year we established a Milk Depot at Tompkins School and a Penny Lunch-  
eon at Lazeer School. In co-operation with other organizations it prevented legislation that would decrease the Teacher's Annuity Fund, and it is studying the problem of increasing this fund. In co-operation with the Conference Committee it secured the \$120 increase for teachers in 1918-1919. It contributes greatly to the social life of the teachers by giving an Annual Banquet and a yearly School Women's Jinks."

#### **School Women's Club of Stockton.**

KATHERINE STEWART, 1045 Center St., Stockton, Secretary.

"Aims at professional advancement, works for measures beneficial to the schools. Interest in civic matters and war work, the bringing about of desirable changes in local school legislation, salary schedules, etc.

Affiliation with State organization of School Women's Clubs, and California Federation of Women's Clubs in the matters of more than local interest. Participation in all drives through 4-minute speaking, solicitation of contributions, etc., actual and definite service as a body in the Red Cross workrooms."

Meets 2d Wednesday of each month, Washington Grammar School.

140 members. *\$1.00 per year.*

### School Women's Time-to-Time Club of Southern California.

GERTRUDE BRAINERD, Los Angeles High School, President.

AGNES PETERSON, Franklin High School, Los Angeles, Secretary.

"Professional growth, social welfare, constructive recreation, schools' support of the war, the school and the community, educational tests and measurements, student labor, school legislation, educational publications. Organization of local clubs.

The So. California School Women's Club is represented in its membership by Los Angeles, Pasadena, Pomona, Riverside, Redlands, Santa Barbara, Ventura, San Bernardino, Long Beach, Santa Monica, San Diego, Imperial, Ontario, Sierra Madre, Azusa, Alhambra, Whittier."

Meets October 26th, Dec. 19th, 1918, April 26, 1919, at Los Angeles.

200 members. *Fee \$1.00 per year.*

Issues occasional bulletins and committee reports.

### Southern California Kindergarten Club.

ADA MAE BROOKS, Broad Oaks School, Pasadena, President.

MAIDA WELBORN, William McKinley School, Pasadena, Secretary.

### Southern California Oral Arts Association.

EVALINE DOWLING, Jefferson High School, Los Angeles, President.

"The Southern California Oral Arts Association was organized three years ago. The constitution states that its purpose is to promote the advancement of effective speech, and to unite in closer professional and personal relationship all who are working for this advancement. Any person teaching English or oral English in the public schools of California is eligible for membership. The fee is \$1 for one year or \$.50 for a semester. The Association has enrolled about 75 active members of oral English teachers in the vicinity of Los Angeles."

### Southern California Science and Mathematics Association.

ELBERT E. CHANCLER, Occidental College, Los Angeles, President.

N. D. KNUPP, High School, Santa Monica, Secretary-Treasurer.

"Association divided into Mathematics, Biology, Earth Science and Physics-Chemistry Sections. Regular meetings twice a year. General meeting in the morning, addressed by prominent educators. Sectional meetings in the afternoon for reading and discussion of papers of members. *Annual dues \$1.00.*"

### Stanislaus High School Teachers' Club.

C. E. OVERMAN, Principal Oakdale High School, President.

MARY B. GRANT, Turlock High School, Secretary.

"Professional and social. Committees have made special investigation and study of educational problems, such as requirements for graduation,

physical education and standardization of subjects in different years."

Two meetings annually at Modesto, Spring and Fall.

75 members. *Initiation fee \$.50.*

### Teachers' Association of San Francisco.

A. ALTMAN, San Francisco, Director of Art, President.

FRANCES A. C. MOONEY, Principal Hawthorne School, San Francisco, Secretary.

*\$.50 annual fee; \$.50 loan fund.*

### Teachers' Mutual Aid Society of San Francisco.

MISS ELIZABETH E. KELLY, President.

MISS F. C. LYNCH, Recording Secretary.

"To assist those who need assistance. To acquire property by purchase, gift, device, bequest or lease; to hold the same for the benefit of the members; to care for properly and give pecuniary aid to the members when they are sick and unable to attend to their duties as teachers. The Society pays \$10 per week to teachers on account of sickness until the sum of \$400 has been paid. A teacher may then draw \$50 a year when necessary. The sum of \$75 is paid for funeral expenses in the case of the death of a member in good standing."

Meetings 1st and 3rd Wednesdays of each month in the City Hall.

401 members.

*\$5.00 initiation fee; \$1.00 monthly fee.*

### Vallejo Teachers' Association, No. 26.

J. P. UTTER, P. O. Box 341, Vallejo, Chairman.

ALICE M. GREEN, 321 Pennsylvania St., Vallejo, Secretary.

### Visual Education Association of California.

H. S. UPJOHN, Director of Visual Education and Deputy County Supt. of Schools, Los Angeles.

### Vocational Guidance Society of California.

CLARKSON DYE, 604 Montgomery St., San Francisco, President.

CARLOTTA P. EBBETS, 3407 Clay St., San Francisco, Secretary.

"Looks to the promotion of vocational training and the encouragement of vocational guidance. Public discussion of these problems and the issuance of occasional Bulletins." Three meetings a year, alternately in San Francisco and Oakland.

200 members. *\$1.00 annual fee.*

### Yerba Buena School Women's Club of San Francisco.

VIRGINIA D. HEATH, 2331 Pacific Ave., San Francisco, President.

ROBERTA A. THOMPSON, 2561 Washington St., San Francisco, Secretary.

"Discussion of educational questions and consideration of vital topics. Addresses by persons who have specialized in certain subjects, or who have a message of progress or achievement. Subjects considered: school legislation, care of immigrants, continuation schools, childrens' theatre, etc. Addresses on the war; money raised by voluntary subscription for Belgian relief and Red Cross."

**Bay Section:**

*Elected April 1916—Term expires April 19, 1919.*

A. J. CLOUD, Asst. Supt. Schools, City Hall, San Francisco.

E. MORRIS COX, Asst. Supt. Schools, City Hall, Oakland.

*Elected April 1917—Term expires April 1920.*

MARY A. DARBY, Claremont School, Oakland.

C. J. DU FOUR, City Supt. Schools, Alameda.

ALICE ROSE POWER, Member Board of Education, San Francisco.

*Elected March 1918—Term expires April 1921.*

L. B. AVERY, Asst. Supt. Schools, City Hall, Oakland.

DR. ALEXIS F. LANGE, University of California, Berkeley.

*Ex Officio 1918-1919.*

WM. JOHN COOPER, Supt. Schools, Piedmont.

W. L. GLASCOCK, Prin. High School, San Mateo.

**Northern Section:**

*Elected Nov. 1917—Term expires Nov. 1918.*

S. P. ROBBINS, Prin. Grammar School, Chico.

H. P. SHORT, City Supt. Schools, Oroville.

*Ex Officio 1917-1918.*

H. G. RAWLINS, Principal Grammar School, J. M. CHANEY, Willows.

MRS. MINNIE R. O'NEIL, Asst. Supt. Schools, Sacramento.

**Central Section:**

*Elected March 1918—Term expires March 1919.*

F. A. BOREN, Supvr. Prin. Schools, Lindsay.

J. F. GRAHAM, Prin. High School, Lemoore.

E. W. LINDSAY, Supt. Co. Schools, Fresno.

*Ex Officio 1918-1919.*

JEROME O. CROSS, City Supt. Schools, Fresno.

**Central Coast Section:****Southern Section:**

*Elected Dec. 1914—Term expires April 1919.*

H. H. McCUTCHAN, Prin. Grammar School, Long Beach.

MRS. SUSAN M. DORSEY, Asst. Supt. Schools, Los Angeles.

*Elected Nov. 1915—Term expires April 1920.*

MARK KEPPEL, Supt. Co. Schools, Hall of Records, Los Angeles.

MRS. MABEL E. O'FARRELL, Prin. Grammar School, San Diego.

J. E. REYNOLDS, Co. Supt. of Schools, Ventura.

DR. WM. H. SNYDER, Prin. High School, Hollywood.

ROBT. J. TEALL, Prin. High School, Gardena.

*Elected Dec. 1916—Term expires April 1921.*

RAY E. CHASE, Manual Arts High School, Los Angeles.

MISS SARA L. DOLE, Manual Arts High School, Los Angeles.

DR. ROCKWELL D. HUNT, University of So. California.

MISS ALICE MERRILL, Cahuenga School, Los Angeles.

MISS ADELE MOSSMAN, 1622 Girard St., Los Angeles.

DR. ALBERT SHIELDS, Supt. City Schools, Los Angeles.

W. L. STEPHENS, Supt. City Schools, Long Beach.

J. F. WEST, Supt. City Schools, Pasadena.

MISS ELIZABETH WILLIS, Roosevelt School, Pasadena.

J. W. WRIGHT, Prin. Miramonte School, Los Angeles.

A. N. WHEELOCK, Supt. City Schools, Riverside.

*Elected Dec. 1917—Term expires April 1922.*

MRS. GRACE C. STANLEY, Supt. Co. Schools, San Bernardino.

MISS WILHELMINA VAN DE GOORBERG, 202 Trinity Bldg., Los Angeles.

MISS HENRIETTA VISSCHER, 265 So. Madison St., Pasadena.

*Ex Officio 1917-1918.*

DR. E. C. MOORE, President State Normal School, Los Angeles.

DR. ALBERT E. WILSON, Principal Manual Arts High School, Los Angeles.

**BOARD OF DIRECTORS**

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History Syllabus in Relation to War	Teaching of Patriotism in Co-operation With
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Relationship of C. T. A. to N. E. A.....Mr. Glascock	Working Certificates and Compulsory Education.....Mr. Stephens

## EDUCATIONAL LITERATURE

**Principles and Methods of Industrial Education,**  
by William H. Dooley. Houghton Mifflin  
Company, pages 254. \$1.60.

To the student of education the current discussion of schooling should be stimulating. For a generation we have been studying the general principles of education, and formulating them into more or less closed systems. Now there is a disposition to question whether the principles worked out may not be so general as not to function in directing any particular process. As was said in a recent editorial in a local paper, "where all or nearly all the factors are variables, if there can be said to be a science, it must be too abstruse to be of practical value." This was said of the science of agriculture, or the general principles that underlie cropping. But thoughtful educators also are beginning to question the application of any general body of doctrine to the processes of training for the industries, for business, for salesmanship, for house management, etc. There must be certain basic laws of procedure common to many operations; but just now, as we stand upon the frontier of vocational training, and the preparation of teachers for such training, there is serious questioning of the steps. The little book noted above undertakes to answer the question, "Wherein does a training course for vocational teachers differ from a course designed for any other group of teachers?" Chapters VIII-XIV, inclusive, attempt to fix certain fundamental relations, setting the "processes of becoming" and the "general methods of teaching," over against methods of teaching shop-work, blue prints, shop science, shop mathematics, etc. It is evident the book has grown out of a rich industrial and teaching experience. It is, throughout, an empirical rather than logical treatment of the subject of training teachers for industrial classes; and withal, so simple and concrete that it should be serviceable to instructors under the Smith-Hughes Act. In an appendix are given typical, if not model, courses in college and secondary co-operative evening and continuation industrial training: day and short-unit and trade extension courses; printing, manual training, etc. The problems listed at the end of each chapter are sensible and pertinent.

**Minnesota Course of Study and Manual for Teachers,** by Theda Gildemeister. Jones & Kroeger Company, pages 308. \$1.25.

It may properly be questioned whether the benefits of a uniform course of study for an entire State can by any possibility compensate for the imposed restrictions and ill-adapted requirements in certain localities. The modern conviction, coming to be universally held, that schooling and pragmatic training should be suited to, and determined by the needs and resources of each individual and the conditions of every community, tends to make one chary about standardizing school courses over any

large territory or for any considerable number of students, beyond the elementary school period. In this Minnesota course, however, certain objections are forestalled. The work outlined covers the traditional eight years; and "affords sufficient latitude in distribution of subject matter and in method to make it valuable when used with any text." The content throughout is so sensible that any criticism seems ungenerous. One comment, only, is suggested. No where in the course is there discovered any recognition of the current and recent tendency to reorganize the system on the 6-3-3, or the 6-6, or the 6-3-3-2 plan, or to discriminate between the work and method of the upper grades (7th and 8th) and the grades below, based on this readjustment of grades. The arithmetic work is carried through these grades just as if eight years were needed to complete the subject; formal lessons in spelling are continued for the same period. The training in listening, talking, thrift and civics is excellent. Superintendents, principals, supervisors and teachers interested in curriculum making or subject syllabi will find the course suggestive.

**Training Little Children,** by Bessie Locke and 26 others. Bureau of Education, Bulletin No. 39, 1919.

Few things better illustrate the many-sided and generous service which the United States Bureau of Education continues to render than this monograph. Its subject matter is primarily for parents, and the 47 articles in just about twice as many pages were prepared by members of the National Kindergarten Association, and appeared in more than 2000 newspapers and magazines having a combined circulation of 45,000,000. Upon request also they have reached 25,000 mothers, 1500 home demonstration agents, 1000 women's clubs, 1000 kindergartens and more than 1000 orphanages. A brief review notice cannot do justice to so rich a feast of good things for the mothers of little ones,—for the nearly 4,000,000 children from four to six years of age who have not access to the kindergarten. The page, "Table of Contents," reads like an inventory of the home's manifold opportunities and responsibilities and fine comradeships with the little fellows; of their entertaining, and toys, and games and self-directed employments. It is a book of teaching and home discipline and kindergarten training, all in one; a much-needed piece of work well done.

**Civil Government Simplified—A Text Book adapted to Classes in Americanization,** by J. J. Duvall, supervising principal of the Columbia School, Fresno. Harr Wagner Publishing Co., pages 67.

This little volume has been extended and revised by the author and State Senator M. B. Johnson of California. It contains in compact form a mass of material needed in our schools at this time. The graphic form of the outlines makes clear the relation and duties of the different branches of Government, County, Municipality,



State. Not only is attention given to the older established offices and principles, but more modern phases, such as the Initiative, Referendum and Recall, the Railroad Commission, County Librarian, State Board of Education, are treated. The pages relating specifically to Americanization and the "Test Questions" are of great value.

**Resources and Industries of the United States**, by Elizabeth F. Fisher, professor of geology and geography, Wellesley College. Ginn & Company, pages 246.

Educators are recognizing the fact that the geography of the United States should be studied in the seventh or the eighth grade. That the economic life of our people should be strongly emphasized in this study, there can be no question. Cause and consequence rather than the search for facts should guide the pupils in their work.

These points are fully recognized by Miss Fisher in "Resources and Industries of the United States." Important relationships are presented and pupils are enabled to discover their dependence upon the resources of the earth and the co-operation of men. Through the study of our national resources valuable lessons as to waste and conservation are learned the application of which will mean much in the years to come. The book is accurate, interesting, well illustrated, and is a credit to author and publisher.—James F. Chamberlain.

**Vocational Civics**, by Frederic M. Giles and Imogene K. Giles. The Macmillan Company, pages 252.

This is not so much a book on vocational guidance as an exhibit of civics and the meanings of citizenship growing out of a years-long experiment in vocational guidance with high school boys and girls. In an elementary way, elementary as needed for junior high school students for which the book was designed, the occupations are studied, a score of them, beside a varied group of mechanical trades under the caption, Manufacturing and Building Trades. The first chapter, "Finding Your Place," should be read by every teacher of whatever grade. Each vocation is studied as to (1) Its Characteristics; (2) Qualifications required; (3) Preparation; (4) Opportunities and Advantages; (5) Disadvantages. The chances for women are studied in connection with 24 occupations.

**The New American Citizen**, by Charles F. Dole. D. C. Heath and Company. Pages 376.

More and more it is coming to be recognized that any text on citizenship that is worth while must be constructed from the social and economic point of view. One is a citizen by virtue of his group relations. For every individual it is an ethical problem; for youth as well as adults. They must both be taught to be "not only intelligent citizens, but enthusiastic, active, and helpful members of our great Nation." No man is better fitted to write this story of growth into citizenship than Mr. Dole. The first fifty pages of this book on "The Beginnings of Citizenship" are particularly good. About 150 pages are given to a balancing of the rights and duties of citizenship; nearly 100 pages, to the rights and duties of business and labor.

**Primary Song Book**. In the Progressive Music Series. Silver, Burdett & Company.

Here are a score or more of songs for sight reading—melodies based on the tonic chord, recurring diatonic figures, and melodies progressing by intervals. Part II, of 30 pages, offers miscellaneous songs for sight reading. Here are French, Danish, English, Polish and Russian folk songs, folk dances, singing games, etc. The selections are thoroughly fit for their purpose with the youngest children, but at the same time acceptable music. Kindergartens as well as primary teachers will find the book useful.

**The Boys and Girls of Garden City**. By Jean Dawson. Ginn and Co. 346 Pages.

In "The Boys and Girls of Garden City," Jean Dawson has given the schools something rather new, not in subject matter, but in method of presentation to children. She maintains that the "true function of youth, with its ability and avidity to learn, ought to be to keep the community life continuously abreast of discovery. This is the problem of elementary science instruction." The dominant child instinct of play should be guided and developed and made a real preparation for future social efficiency. Hence, she has organized children—the boys and girls of Garden City—to learn, in the spirit of play, the complex game of modern social life. Through their mutual interest in the things about them, mental and physical growth, home and school conditions, agriculture, civics, local improvements, they help solve some of the vital problems of their community life, at the same time learning the rules and playing a social game.

It is the story of this band of boys and girls that Miss Dawson presents in her book. The narrative running throughout tells of a group of neighborhood children, banded together by a mutual interest and for a specific purpose—individual and community improvement. They are real flesh and blood, typical children. They make their own city charter and laws, elect their own officers, study and manage their own civic, social and industrial problems, with the guidance and advice of their parents and elders. They not only study and investigate, but practice and execute and obtain very definite results. Their work makes a strong impression on the community. Each boy and girl is helped physically, morally, and mentally. Individual homes are bettered. Public opinion and community life are improved. Best of all, every child knows that he is better fitted to meet the complex social world surrounding him.

The reading material is full of interest to the child, inasmuch as it is presented in the story form, is largely conversational, with the same characters figuring throughout. It is true to life and informational, without being too formal. Within the scope of thirty-one short chapters the following topics are treated: Physical posture, exercise, breeding of mosquitoes and flies, diet, care of food, uses of food, proper uses of firearms, tenement conditions, garbage disposal, care of hands, teeth, etc., general health rules, tobacco and alcohol, water and water supplies, first aid, poisonous plants,

tuberculosis, gardening, poultry and creamery industries, school lunches, etc.

The problems are attacked in a matter of fact, sane fashion, from a scientific, but non-technical standpoint. The child is told all he should know and nothing he should not know. Many excellent cuts fill the volume with interest and value. The keynote of the whole book might be termed common sense, based on scientific knowledge.

The book could be put in the hands of fourth, fifth, or sixth grade pupils. The child would enjoy reading it as much as he would enjoy a book of fiction. A teacher of younger children would find it a valuable guide, full of worthwhile suggestions.

(Signed) ALICE GREEN, Principal.

#### THE HOLDEN PLAN OF TEACHING

The rotation plan of vitalizing the teaching of agriculture is revolutionizing teaching in the rural schools of Missouri. It has been adopted in Oklahoma. It is the inspiration behind a State-wide drive for better country schools in South Dakota. Educators, not only in America but in other countries, are intensely interested in the rotation plan.

Dr. A. E. Winship declares it is the biggest idea in education since the time of Horace Mann. W. J. Beecher says it should be given most thoughtful consideration by all educators.

"The rotation plan not only vitalizes the teaching of agriculture, but it vitalizes the teaching of arithmetic, spelling, language and all other subjects. It not only vitalizes teaching, but it vitalizes the school itself. And it not only vitalizes the school, but it vitalizes the whole community. This is the secret of its success."

"History, mathematics, spelling, geography and other subjects taught in school are needful, but they should be taught in terms of every day life and human affairs. Children must be interested or drop out of school. Anything to survive must have a purpose, a motive, an object. That is the Holden Philosophy."

The rotation plan was not an accident. It was not the result of just one happy thought. It was the outgrowth of the knowledge, the experience, the keen, constructive study of a man who has devoted his life to helping men and women, boys and girls everywhere.—Prof. P. G. Holden, director of the Agricultural Extension Department of the International Harvester Company.

He correlates corn and character, alfalfa and affluence. He makes the silo synonymous with service and the dairy cow the emblem of domestic contentment. He gives to each a personality. They are his friends and he pleads for them as he would for a brother. He insists upon a square deal for plant life, for animal life, for the boys and girls of America. He promises better homes and better living in return.

Many may not consider him an orator, but all will admit that he is Holden. There are many orators. There is but one Holden.

"If any American educator is entitled to be considered the spokesman of the country school, that man is undoubtedly Professor Holden," wrote Forrest Crissey in the Saturday Evening Post.

**Principles of Agriculture**, by John H. Gehrs. The Macmillan Company. Pages 594. \$2.25.

It is claimed by the author and tables used in the book go to show that "agricultural production has not kept pace with the increase in population." Much emphasis, in recent years, has been placed upon the study of farm production—soils, selection of grains, cultivation, marketing, etc., under what we have been pleased to call scientific farming; but it is evident that this study in schools and colleges has not "carried over into actual farm operations," and so far it fails of its full value. Greater production of agricultural products at a lower cost is constantly emphasized throughout the book and the chief motive is to show how this may be done. The text is well illustrated and reinforced by diagrams, figures and tables. One rather exceptional advantage this book has over some similar texts is in the lists of authoritative breeders, growers and experts, with their addresses.

The business address of the Sierra Educational News will hereafter be rooms 450-454 Flood Building, San Francisco. November 1st is "moving day."

**Health by Stunts**, by Captain C. N. H. Pearl. The Macmillan Company. Pages 216. \$1.30.

As its title suggests, this is distinctly a book of stunts. But it deals with stunts with a far-reaching purpose. The experience upon which the text is based was had in the Detroit Schools. The book makes sharp and sensible discrimination between physical training and physical education. The author reveals an astonishing resourcefulness in discovering and introducing the various exercises—stunts (60 of them); forty combination stunts, 20 contests, 55 games, 15 health and preparedness exercises and a variety of record cards. The book is a teacher's manual, a student's guide, a carefully prepared and sensibly founded health treatise. Its use need not wait on the expert, the special physical trainer or the physician. Any intelligent teacher of almost any grade can follow its directions to advantage.

For a number of years the annual reports of the Sacramento school department have been looked forward to by superintendents and others with interest. Superintendent Chas. C. Hughes of Sacramento has prepared these reports in a kind of "serial" fashion, the report of one year leading into the next. This means that the progress of the schools has been consistent and constant. The report for 1917-18-19 contains in the 120 pages a chronicle of the war activities carried on. The report shows that school gardens, arithmetic, language, geography, history—all were made to function in results making for the common good. The departmental plan for grammar grades, evening school work, promotion plan, the companion class plan, providing for double use of each class room are given emphasis. Among the important recommendations of the superintendent is one that the matter of new school buildings be given immediate attention.

**CURRENT LITERATURE ON EDUCATION**

1. Use of Leisure as a Test of Education, by Eva W. White. *American Education*, September, 1919. Discusses entertainingly, rather than critically, the school's responsibility, and the means of leisure employments.
2. Development Schools, by Arthur H. Sutherland. *Bulletin Los Angeles City Schools*. Here is a new and rational interpretation of the functions of the ungraded room—development schools and adjustment rooms.
3. Vocational Guidance and the Public Schools, by W. Carson Ryan, Jr. *Bulletin No. 24*, 1918. The field and purpose of vocational guidance, studies of school-leaving and employment; occupations and the school use of occupational material all have expert attention.
4. The Art of (School) Printing, by Frances H. Wing. *Vocational Education for the Industries*. An excellent statement of the work done by the Elm Vocational School, Buffalo; the monograph itself being a sample of the school job.
5. Geography in Recent School Surveys, by Robert M. Brown. *Educational Review*. Includes recommendations concerning both matter and method in geography teaching, from the surveys of Cleveland, Grand Rapids, St. Louis, Elyria (Ohio), San Francisco and Gary.
6. The Earmarks of Autocracy in American Schools, by J. E. Way. *Ohio Educational Monthly*. "The most important fact in the laboratory of the school is the child himself."
7. Teacher Training in Trades and Industries, by James McKinney. *Manual Training Magazine*, October, 1919. "What our shop instructor needs most of all to get is the view that learning a shop trade is a part of the educational process."
8. A Pertinent Salary Consideration, by Walter W. Parker. *School and Society*, October 4, 1919. Here is an argument against equal salaries to teachers doing equal work without reference to sex, that no one can afford not to read.
9. Taxation, Teachers' Salaries and Cost of Education, by H. C. Morrison. *Elementary School Journal*. Here is one of the sanest, most intelligible and unbiased presentations of the question of school revenues and costs that has appeared in print.
10. The Kindergarten Unit in France, by Caroline D. Aborn, Director of Kindergarten, Boston. *The Boston Teachers' News Letter*. The author tells her observations and experiences in connection with the Red Cross Kindergarten services for the refugee and needy children of a stricken people. It is a story of the kindergarten at its best where need is greatest.
11. Lengthening the School Year to Eleven Months, by H. E. Peach, president Board of Education, Emporia. *The Kansas Teacher*, October, 1919. An admirable statement of the benefits to pupils, teachers and the community, arising from the full-year term.
12. A Reading List on Americanization. *Los Angeles School Journal*. The list comprises seventeen items, and an intimate characterization of the work being done in Chicago. The University of Chicago has about ready for the press a special text: "First Book in English for Foreign Born."
13. A New Heaven, by Lewis B. Avery. *School and Society*, October 11th. To one who has not read the article, the title is meaningless; to him who has read it, the title reveals a rich content in the conception of an all pervading democracy of co-operative Americans.
14. Socialization as an Educational Objective, by J. C. Webb. *Journal of Education*, October 9, 1919. This is a brief but suggestive attempt to value the effort to make social adjustment a real motive in teaching.
15. A Critique of the U. S. Bureau of Education, by C. S. Staples. *Education*, October, 1919. An excellent resume of the relation of the U. S. Bureau of Education to other Federal departments and bureaus.
16. What is Junior High School? by Thomas H. Briggs. *Educational Administration*, September, 1919. A comprehensive historical and critical discussion of the problem by one who knows.
17. Effects of Federal Aid Upon Secondary Education. *Ibid*.
18. Should the Teachers Unionize Through Affiliation with the American Federation of Labor? *Wisconsin Journal of Education*, October. "Why should teachers farm out their problems? Why lean upon others for support? . . . If union labor can, through its special organization, demand the wage it feels is just, why may not teachers do likewise through their own machinery" as represented in their associations?
19. Financing a School System, by J. O. Engleman in the *Elementary School Journal*. The discussion has mainly to do with the problem in Illinois, with applications to his own system Decatur, but the principles involved are valid in other States.
20. Arithmetical Problems in Occupations, by Carl T. Wise in the *Elementary School Journal*. The list includes 10,000 problems from a half dozen States, representing nearly 150 occupations. The discussion is accompanied by elaborate tables, comments and conclusions.
21. Project Teaching in Grade Six, by Ruby Minor, in the *Elementary School Journal*. "Teaching by means of a real interest in a project which is educationally worth while is not a fad, but a real progress in experimental education."
22. Supervised Study: a Critical Inquiry, by Karl J. Holtzinger, in *Elementary School Journal*. "It is encouraging to note that hundreds of progressive teachers are attacking these problems intelligently and persistently."

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## NOTES AND COMMENT

The Bureau of Education is responsible for the statement that of the 14,000 secondary schools (public and private) in the United States, 8075 are on the accredited lists of State Boards of Education or State Universities, or both, which means that nearly 60 per cent of our schools are "connected with a State standardizing or accrediting agency." This, by no means, indicates that the work of the high school is dominated by the university; but that approximately 60 per cent of such schools include fitting for college or university standards as one of their functions. In ten States the accrediting is by the State Board alone; in fifteen States by the State University, and in the other twenty-three States, by both. It appears, therefore, that along with a State-wide standardizing, as a tendency in all the States, there is an encouraging exercise of local adaptation and little shew of blind following of college dictation.

Three types of Junior colleges are now discriminated—those in connection with city school systems, as in California; those formed by contraction of small denominational colleges, as in Missouri and the South; and finally the reorganized Normal Schools on the junior college plan, as in Wisconsin under act of the legislature. Nineteen States report the Junior college in one or another of these somewhat diverse forms; in the aggregate, 85, of which more than half are in the four States, California (15), Missouri (13), and Virginia and Texas (10 each). But 18 of the 85 are on the Atlantic seaboard; 41 or practically one-half lie west of the Mississippi river. None are reported in New England, nor in New York, New Jersey and Pennsylvania, the great Atlantic States.

In the recent legislature, Wisconsin made provisions for teacherages in rural schools; the compulsory employment of the County nurse, and legalizing the junior high school, all forward looking legislation. But the effort to improve and extend the provisions for physical education and to require that all instruction be given in English, was defeated.

Upon the authority of the New York Times, quoted by School and Society, there recently appeared in the Manchester (N. H.) Union the following advertisement: "Wanted—One hundred young women to whom life is not altogether a matter of dollars and cents, to take positions in New Hampshire's rural schools at, say, \$15.00." As compared with the general public approval of the purpose to raise teachers' salaries throughout the country, this is an interesting bit of news for one of the older States.

In 1918, in reply to a questionnaire, of 5628 schools, 932, or 16.5% reported having vocation bureaus, employment departments or similar devices for placing pupils. As 4772 schools made no reply, it is safe to assume that no such provision was made by them. Of the 41 States

represented in these reports, California stands sixth with 58 such bureaus as against Iowa with 85; Wisconsin, Massachusetts, Indiana and Illinois falling between these two. In Connecticut one is surprised to find but ten schools undertaking the work, in Rhode Island but one, and in the manufacturing State of New Jersey but 20,—one-third the number in California. Iowa, a distinctly agricultural State, leads the list.

Under the chairmanship of Dr. Frank F. Bunker (whom our readers will remember as superintendent at one time of the Berkeley Schools), Dr. Parke R. Kolbe of Ohio, and Dr. Kemp of the Department of Education of the University of California, have sailed for Honolulu to make a survey of the educational conditions of Hawaii. Mr. Vaughan MacCaughey, Superintendent of Public Instruction for the territory, extends them a hearty welcome. In the current number of Hawaii Educational Review, the educational situation is given a picturesque setting; a population of 250,000, forty per cent Japanese, sixty per cent Asiatic; largely male, alien, Asiatic, agricultural, non-English speaking, non-Christian, landless and homeless." No perfunctory survey and conventional prescriptions can meet the needs. The system has many excellent features, a tendency towards larger administrative school units; a uniform length of school term; city and rural salaries, the same, paid twelve months in the year, etc. The States have much to learn from Hawaii.

Nebraska, too, is planning some changes in the organization of her State Teachers' Association, "on a representative basis, that will make it truly democratic and reflect the judgment of all the teachers of the State."

*Hereafter address all communications for the Council or for the Sierra Educational News to the new location, 452 Flood Building, Powell and Market Streets, San Francisco.*

F. B. Dally, recently and for some years head of the Manual Arts Instruction in a Nebraska Normal School, has entered upon his work in Imperial, California, giving his entire time to vocational instruction, wood-working, mechanical drawing, forging and auto mechanics.

In a few cities in California, the movement to permit or encourage more formal co-operation of teachers with administrative officials in the management of schools is growing, apparently, though there is no uniform custom as yet. In San Francisco, by recent action of the education department, a representative of the City Teachers' Association has been invited to sit with the Board of Education in its meetings, but without debate or voting rights. It would seem desirable that, for the best results, the representation might well be more general and the participation be more active. But time and experience must yield a knowledge of how best to use this new policy of co-operation.

# **GLENN COUNTY ADOPTS BEACON**

(EXTRACTS)

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**TEACHING GEOGRAPHY WITH PICTURES**

Announcement has just been made by the National Geographic Society of the establishment of a new department of The Society by which its immense reservoir of geographic photographs will be made available for visual teaching of geography in the form of loose-leaf sheets. The wide use of the National Geographic Magazine, official publication of The Society, in schoolrooms, suggested the plan.

Under the supervision of educational experts, pictures have been selected from the comprehensive collection of the National Geographic Society, arranged in sets of 24 and 48 pictures, illustrating some particular phase of geography teaching, such as "The Land, the Water and the Air," or some special subject, such as "The United States" and "Machla, the Child of the Sahara, and her People."

The pictures and descriptive text are printed on heavy paper, 11 by 9 inches, and thus they may be handled separately and need not be mounted. Some of the pictures are in half-tone, and others are in full color.

Miss Jessie L. Burrall, Chief of the School Service, of The Society, has directed the work of assembling the pictures to conform to all geography courses, and the preparation of the text to suit the mental development of the child at the age when the pictures would be used. Miss Burrall has taught and supervised geography in the schools, covering work in all grades and high school, including membership on the faculty of the State Normal School at St. Cloud, Minnesota. She has also been for ten years an institute and general lecturer on visualization in the teaching of geography, and is thoroughly familiar with courses of study throughout the United States. Miss Burrall outlined the scope and purpose of the work as follows:

"The schools have suffered many an upheaval, but none at all comparable with the great crisis brought on by new conditions arising from the war. Educators all over the land are meeting these needs in amazing measure. For several years vast changes have been going on, which, accelerated by the war, are now so far-reaching in their results as to amount to a practical revolution in aim, tending to alter radically the materials used as well as the methods of teaching.

"An excellent illustration of recent and rapid advance is seen in the work in geography. To appreciate all that this means, we must think back to our own geography lessons. We remember the reading over and over of the lesson and the halting recitations of such facts as we could call to mind. We learned, 'An island is a body of land completely surrounded by water' and 'A mountain is a high elevation of land composed mainly of rock.' We struggled through. 'Ponds and lakes are bodies of water that occupy depressions in the land.' Whatever depressions in the land might be, it was beyond us to fathom; but woe engulfed us if we could not tell that lakes occupied them.

"We sometimes had ten or more of these definitions in one day, and some of us were 'kept in' on sunny afternoons because we just could

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not make them stick in our minds. We could not visit the real islands, peninsulas, straits, and gulfs, and pictures of them were few and expensive.

"But now our children have pictures of the snowy peaks, with timber-line and flowery meadow below. For them, as well as for the few who can travel, the Rocky Mountains lift their lofty ranges, the Yellowstone offers its wonders, and Niagara Falls pours out its rainbow spray. Pictures can now bring to our children all of the beauties and wonders of the earth.

"Even a map can glow with fire and meaning! The interests of our sturdy, active boys and girls center in the world about them. They are full of curiosity about all the varied wares of the corner grocery. The bunches of bananas turning slowly from green to yellow set them to wondering whence they came.

"That seems a far cry from the map of Central America and a study of 'the surface, climate, population, products, and capital cities' demanded by courses of study; yet now the pictures make the magic connection. With them the children go on a journey to Costa Rica. Paying neither carfare nor hotel bills, they, nevertheless, visit the banana plantations, learn of banana culture, and become acquainted with the black boys and men who gather the luscious fruit for them.

"And so it has come about that, because of the great work the National Geographic Society has performed in bringing pictures into the schoolroom and in revivifying the teaching of geography, an insistent call has been sounded for a greater responsibility and an ever-widening service. For some time there has been a country-wide demand for National Geographic pictures on separate sheets for easier handling in the schoolroom, and the Society, ever glad to co-operate to the fullest extent in making geography fascinating and intelligible to every one, has spared neither time nor effort to arrange these pictures in the best possible form for the schools. The wealth of its pictures simplifies the problem of selection and adaptation. There is literally a picture for every phase of geography teaching, for every topic, even for every word.

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"Because The Society is not a commercial firm, but exists solely as a medium for the increase and diffusion of geographic knowledge, no profit is made for any corporation or individual. Therefore, the entire resources of The Society, backed by its 700,000 members, can be at the disposal of the teachers and schools, making it possible for these geographic pictures to be published at an exceedingly low figure."

## The Federal Board for Vocational Education

in Bulletin No. 34, Commercial Series No. 3, recommends the teaching of economics in all commercial and stenographic high school courses—for both boys and girls.

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Say you saw it in the Sierra Educational News

The El Dorado County Farm Bureau has voted to make school consolidation one of the projects of the bureau during the coming year. At a meeting of the directors held recently the bureau went on record as favoring consolidation for reasons of efficiency, better buildings, better equipment and more competent teachers, all of which are believed possible under consolidation.

In an essay on "The American University," Prof. John W. Burgess of Columbia University, said in 1884 (more than 35 years ago): "By secondary education, I intend all that comes between primary education and the University." Our contemporary movements for the reorganization of our system into kindergarten, two years; elementary, six years; secondary, eight years, contemplate nothing more. And one wonders how the concept lay so long unproductive.

Apropos of the four months' hunt by the Regents for a suitable President for the University of California, the following bit from Cincinnati will be of interest:

#### CHOOSING

Of College Presidents Criticized by  
New Yorker

Mr. William H. Allen, director of the Institute for Public Service, finds fault with the present method of choosing presidents of colleges and universities. He states that a distinguished president of a strong university wrote that president hunters seem to prefer capacities in the following order:

1. Appearance and poise in public gatherings.
2. Ability to speak.
3. Personality.
4. Orthodoxy of views, ethical and economic.
5. Executive ability.
6. Executive experience.
7. Educational experience. [7th!!]
8. Knowledge of educational system and methods.

As a more reasonable basis he suggests:

1. Knowledge of and experience in secondary education.
2. Knowledge of and experience in college and university education.
3. Personality.
4. Love and appreciation of democracy and what it stands for in education.
5. Experience and training as an executive.
6. Ability as a speaker.

#### Thousands Census Jobs Open to Teachers

The coming of Peace will require the complete changing of many government departments. The 1920 census opens up 5000 clerical positions. Teachers are specially fitted not only to stand well on the examinations, but to receive quick advancement after appointment. Those interested can get a free list of positions obtainable free sample questions by dropping a postal once to Franklin Institute, Dept L228, Rochester, N. Y. Immediate action is necessary as the examinations are likely to be announced any day now. Examinations will be held during Nov. and Dec.

Twelve hundred teachers of St. Louis have organized as a Grade Teachers' Association, "to work for an increase in salary." They call themselves a union, but have not affiliated with the American Federation of Labor. Instead, their plans include federation with other teachers' organizations in Missouri, and later, perhaps with similar organizations in other States.



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#### RESULTS vs. CLAIMS—The State Normal and Industrial College, Greensboro, N. C.

April 17th, 1919.

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Say you saw it in the Sierra Educational News



The Macmillans have begun the publication of "The Round Robin" information and comment on new issues from their presses, and occasional confidences of other good things in prospect. Besides, there is interesting discussion of certain fundamental problems of teaching; viewing mathematics as an aspect of the world about us, the basic fact underlying both vocational and cultural courses, economics in the high school, etc. The Round Robin is more than a publisher's sheet, and will be welcomed at our desk.

The Twin Falls, Idaho, High School has had since September, 1918, a "student council" or senate. It is composed of two representatives from each class and four from the school at large. The principal of the school is chairman, ex-officio. It is a form of student self-government, or of student participation in the management of the school that gives promise of valuable results. The principal is M. C. Mitchell.

The Central Labor Union of Boston has just opened its own school, "The Trade Union College," providing evening classes with instruction in English composition, practice in discussion, literature, philosophy, physical science, history and government, law, economics and labor. The school is said to be no longer an experiment, but an assured success.

In an appeal for additional endowment for Cornell University, Dr. J. G. Schurman recently noted that the United States pays its ditch diggers more than its college instructors, and its mechanics and trainmen more than its professors.

From the October bulletin of the San Francisco Grade Teachers' Association it is learned that there are now 62 such organizations in 22 States. "The object of the League is three-fold; mutual assistance and co-operation on the part of teachers; improvement in their social and economic status, and the promotion of the best interests of education." Wherever found, it has shown itself as having faith in its mission, and intelligence in prosecuting its purposes. On the matter of "affiliation," the following paragraph is quoted from the issue noted:

#### AFFILIATION

"The question of the Grade Teachers' Association becoming a part of the American Federation of Teachers is laid to rest. It can't be done. Such a movement would have to come through the already existing local which is most unlikely to happen. This is a great satisfaction to all concerned. It puts upon an individual basis a question that might prove very serious if considered by the association as a whole, and permits of a type of co-operation not possible between rivals."

MARY F. MOONEY.

Of the 102 counties of Illinois, 75 have a total of 241 Township or Community high schools, similar to California's union or joint union high schools, though with a different history. The State has 27 counties with no such schools. A recent survey and description of the system in addition to giving their history, discusses their material advantages, their educational advantages and the consolidated district high school as yielding a genuine neighborhood service. The experience in California confirms these conclusions.

## RARE OPPORTUNITY FOR TEACHERS

The placing of the 1919 issue of the Reference History Edition of the Webster New International Dictionary offers pleasant and profitable employment for teachers and other intelligent workers. Entire or part time may be employed, and in your own neighborhood if desired. No cash outlay required, and full instructions furnished free.

This edition, new from cover to cover, furnishes over 460,000 vital facts in a most satisfactory and conclusive manner. There are about three thousand pages of text and over six thousand illustrations and nearly four hundred thousand dollars have been spent in the preparation of this great book. The reference history of the world is brought down to March of this year, and furnishes the most practical working history of the Great War to be had.

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Say you saw it in the Sierra Educational News

By recent changes in the English Oxford, one may now receive the A. B. degree from that venerable and heretofore exclusive institution without Greek.

**Dr. P. F. Bunker**, whom Californians will recall because of his connection with education in Los Angeles and Berkeley, but now connected with the U. S. Bureau of Education, is conducting a survey of the schools of Memphis, Tennessee.

**Pres. Robert J. Alely**, of the University of Maine, has been offered, it is reported, the presidency of the University of North Carolina. Dr. Alely is in the prime of life, a Hoosier by birth, college professor, State superintendent, author, lecturer, editor, etc. As an executive he has had marked success.

In New York City, at the close of the last school year, 677 high school boys and girls were studying and working on alternate weeks with 175 business firms, under the Schneider Co-operative system of part-time schooling. This is not a large number when an enrollment of 7,500 secondary students is considered; but it offers an encouraging experiment.

Notable among the efforts to utilize the Intermediate School is that of Davenport, Iowa. The school year starts with three new buildings of this type costing in the aggregate not less than \$750,000 each with a capacity of 700 pupils. In addition to the usual academic conveniences, there are rooms for wood and sheet metal work, printing and mechanical drawing.

"Is your domestic science teacher making herself felt in the homes of the community? This is the final test of the teacher of clothing and foods in any school."—Miss Helen Goodspeed.

Twenty-five fellowships will be awarded by the "Society for American Fellowships in French Universities," to qualified American students for the academic year of 1919-1920. The fellowships will be of the value of \$1000 a year for two years. Address Dr. I. S. Kandel, Carnegie Foundation for the Advancement of Teaching, 576 Fifth Ave., New York.

**Prof. Geo. Henry Jensen**, of the University of Washington, formerly of Stockton schools, has been carrying on a survey of the Bellingham, Wash., schools. This survey has for its subject the bettering of the social and economic conditions of Bellingham. A study is being made of the industrial conditions of the city, every housekeeper being involved in the survey. We shall watch with interest the outcome of this work. The Bellingham schools are ably conducted by Supt. Elmer L. Cave, and a large corps of teachers.

Petitions have been circulated in Berkeley and throughout the State for a separation of the blind and deaf for their training in the State institution, and an initiative measure to provide \$1,400,000 for a new school. It is a deserving effort, and the News speaks for the promoters the support of the general public.

**Dr. J. A. C. Chandler**, for ten years Superintendent of the Richmond, Virginia City Schools, becomes President of William and Mary College, the second higher institution of learning to be founded in the colonies.

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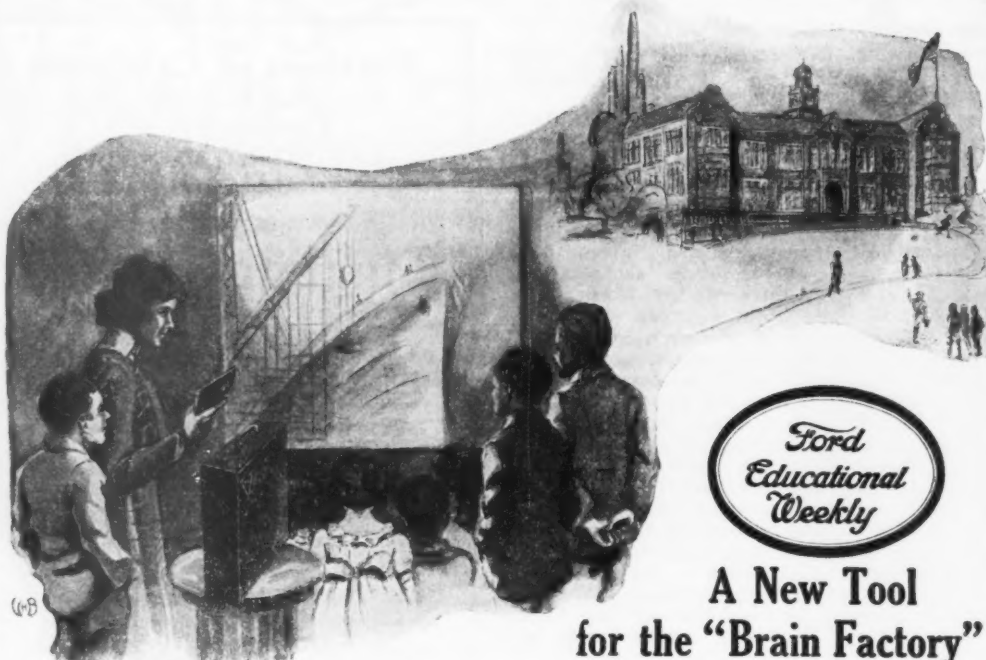
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Chico has purchased for \$50,000 a fine site for the new high school. It is a part of the Bidwell estate and has a frontage of more than 500 feet, and a still greater depth.

Plans for a three-year Normal School Course were adopted at the recent Santa Barbara meeting of the State Board of Education and the State Normal School Presidents. The extension will be introduced gradually, having full recognition in 1922.

*New address of the  
Sierra Educational News  
452 Flood Building*

The American Red Cross is the title of a worthy magazine, published in the interest of Pacific Division activities. Hardly an issue but contains most valuable material. Those who are interested in the problem of salvage will find in its pages matter of practical interest.

Marysville is to have a new half-million dollar high school, on a \$20,000 site. It seems a bit unfortunate that so fine a building can not have more land than this purchase promises. The day of fine, large structures in cramped quarters is past.

The Central School District in Placer County recently voted \$3,500 bonds for a rural school building, with but two opposing votes. At the same time, the proposition to consolidate the Mount Pleasant and Daneville schools with Lincoln grammar school was carried by a 5-1 vote. Consolidation of California schools goes on slowly but surely.

During the summer, at a meeting in Peru, Illinois, of the Benedictine Educational Association, representing sixteen States, a resolution was adopted strongly protesting against the Smith-Towner bill, which is characterized as the promised "death-knell of educational freedom."

Dr. Thomas D. Maher, chief medical inspector of the San Francisco School Department, is responsible for the statement that so important and urgent has health work become, it will receive the endorsement if not the directive control of the Federal Government. Proper child hygienic conditions are a National responsibility.

Notice was taken in a previous number of the News of the organization of the Public Health Center of Alameda County. As a culmination of the movement for a more effective control of health conditions on the east side of the Bay, Dr. Richard A. Ball has just been appointed director of the county, and becomes at the same time Medical Inspector of Public Schools of Oakland and Berkeley. Dr. Ball was lately Director of the Bureau of Child Hygiene, Cleveland; and, during the war, chief of Child Welfare Division, the American Red Cross Tuberculosis Unit in Italy.

Lincoln, Nebraska, plans a reorganization of the entire school system on the 6-3-3 plan. Now, if they will but introduce the junior college and employ the 6-3-3-2 plan, they will be in line of the improvement in California.

## Librarians---Attention!

Week of November 10th is Children's Book Week all over the United States. The librarians should have on display all their best juveniles.

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October 20, 1919.

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California School of Arts and Crafts,  
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F. H. MEYER, Director

Buffalo, with a population about the same as that of San Francisco, has four vocational secondary and a technical high school. In the former are taught cabinet making, machine shop, pattern making, sheet metal work, automobile mechanics, printing, carpentry, and electrical construction. In the technical high school there are offered, for boys, 8 courses—chemistry, architectural drafting, mechanical drafting, structural drafting, electric design, surveying and pre-engineering courses; and, for girls—design, dressmaking, millinery, laundering; and for both—normal preparatory.

From Topeka comes a copy of the New Kansas School Journal, a sixteen-page magazine, 8½ by 11 inches, in an attractive dress and less than ten per cent given to advertisements. School and public health and the State health crusade are emphasized in Number 4 of the journal.

A recent issue of the San Francisco Bulletin began the publication of the "Junior Bulletin," to appear every Thursday in the interest of the public and private secondary schools, the writing and editing to be done by students of each school in turn. The first number was by pupils of the Polytechnic High School. It is a page in which the 1500 students, their parents and friends may well take pride. Pleas for a junior college in San Francisco, for larger school grounds for the Polytechnic, and for more schools throughout the city make the page worth while reading to citizens generally.

For a proposed new school building Vallejo is to have a ten-acre tract. As a rule, school grounds are yet far too small, though spaces of five to fifteen acres are increasingly frequent, and especially in California. The Chico high school is to have a farm of 53 acres and a group of buildings.

An important addition is soon to be made to California's group of men interested in vocational adjustments and employment studies. Dr. Roy Willmarth Kelly, from the Harvard Vocational Guidance Bureau, becomes director of education and employment management for Roos Brothers in San Francisco. It is understood, too, that he will have official connection with the Bureau of Employment Research of this Coast, located in the Flood Building.

Brentwood is to begin work soon upon a new "Liberty Union High School" building. \$60,000 will be put into a commodious structure, on a large lot and with modern equipment.

Dr. Thomas Forsythe Hunt, Dean of the College of Agriculture, U. C., contributes to School and Society a discussion of The Future of Agricultural Education that is both timely and suggestive.

From information gathered by Recorder Sutton of the University, of the attendance at five other State institutions—Washington, Minnesota, Michigan, Illinois and Wisconsin—it appears that California shows the largest percentage of increase (53%) over the registration of 1918, and Washington the largest over that of 1916. The average enrollment of the six universities this fall was 6773; that for our own school was 8027. The next highest was Michigan with 7500.

## DISSTON SAWS AND TOOLS

are found in practically all modern shop equipments—both industrial and manual training.

The following Disston books are widely used as text books in schools and are available in required quantities without cost:—

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Say you saw it in the Sierra Educational News



**Salt Lake City** hopes for, and apparently has prospect of the 1920 meeting of the N. E. A. It was last held there about 10 years ago.

**Apropos of a discussion** of the California system of providing elementary text-books for the schools, mention is made of a report of the joint legislative committee, 1917, on High School Texts, which may be had by application to the State Superintendent of Public Instruction, Sacramento.

**The programs for Kansas State Teachers' Associations** show, among others, the names of Professor Holden, Chicago, Briggs of Columbia, Francis of Ohio, Suzzalo of Washington, and Jessup of Iowa. The meetings occur November 6-8.

**Wichita, Kansas,** is taking the lead. The Board of Education has recently purchased a tract of 68 acres as the site of a new high school group and an intermediate school building, with parks, athletic fields and playgrounds. The cost was \$126,000.

**In the State of Missouri,** 56 schools have been approved by the State Board of Vocational Schools under the Smith-Hughes Act; with 36 home teachers, and the same number of teachers of agriculture. Eleven schools have both types of teacher. These facts should be of use in comparison with the situation in California. Bulletin No. 5 of the State Department is a comprehensive document.

#### DAYS OF REAL SPORT

The newest Ford Educational Weekly announced for release by Goldwyn is "Days of Real Sport," in which the work and the aim of the Boy Scout movement is depicted in a series of stirring incidents.

How the boys live up to their slogan of "One Good Turn a Day," how they are taught not to let just one good turn hinder them from doing others; how they go out of their way to be helpful, courteous and kind are some of the lessons which the Boy Scouts on the screen have to teach their elders.

One of the first lessons which the Boy Scout learns is self-reliance. Besides the development of the boys along clean lines which is accomplished by furnishing their tremendous vitality with a healthy outlet in the field of sports the boys have proved themselves worthy of the nation's support by their splendid aid to the government of the city and the nation. Their first aid knowledge, their ever-ready kits, their willingness to assist in all the duties of government, make them an integrated part of official life. During the various peace celebrations, the Boy Scouts were on duty in every city in the United States. The screen version of their activities will demonstrate their part in our national life.

In the November issue of "The Trail," organ of the Teachers' Casualty Underwriters, appears, under the title, "Whose Country Is America?" an interesting, sensible, eclectic discussion of our policy in immigration. Extracts are made from the writings of a dozen of our most prominent educators, and authorities cited that make the summary particularly valuable to teachers. "The Trail" is a worth-while publication.

## Paper and Tablets Have Doubled in Price Pencils Have Advanced

You can help cut down the high cost of writing materials for the children, by arranging for more individual work at the black-board. Crayons are inexpensive.

Use the best, buy the celebrated Waltham brand or the Hygieia Dustless.

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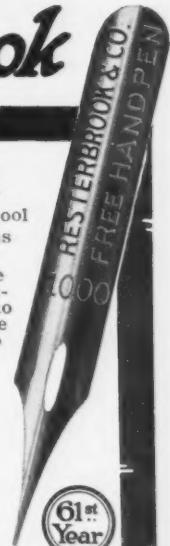
## SCHOOL PENS

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This No. 1000 has fine point, is flexible and writes a distinct line that can be shaded without effort.

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**61st  
Year**

# Esterbrook Pens

## THE ROTATION PLAN

Of Vitalizing the Teaching of Agriculture is the Biggest Idea in Education Since the Time of Horace Mann. It is Destined to Vitalize Our Entire Educational System.—*Dr. A. E. Winship.*



SPLICING ROPE  
A Practical Problem in  
Real Life

**T**HE Rotation Plan is attracting the attention of educators and farmers everywhere. It is rebuilding school houses. It is putting new life into communities and rural schools. It is increasing the salaries of teachers from \$10 to \$40 a month. It is revolutionizing the teaching of Agriculture in Missouri. South Dakota and Oklahoma have adopted this plan; other states are planning to adopt it.

The **Rotation Plan** teaches real things—not just words, words, words.

The **Rotation Plan** rotates the subjects—does not teach the same things year after year; does not skim, leaving nothing crisp and new for the next year.

The **Rotation Plan** not only rotates the teaching of Agriculture, but it rotates the work in Arithmetic, Language, Spelling and all other subjects.

If you want to know how the **Rotation Plan** vitalizes schools and communities—what school directors, superintendents, teachers, parents, and children say about it—how superintendents can introduce it into their schools—how teachers are vitalizing arithmetic, spelling, reading, writing, language, and every other subject, the following booklets will be sent you **free** upon application, but don't write for them unless you really want to do something worth while for your state, your county, your school and your community. It will be a waste of your time and money as well as ours.

1. How to Vitalize the Teaching of Agriculture in the Rural Schools.
2. Better Country Schools for Missouri.
3. The Rotation Plan—What It Is; What It Does.
4. Vitalization Through Rotation.
5. Stencils Vitalize School Work.

*The purpose of this Department is to help those who want to help the boys and girls of America.*

Ask for list of Agricultural Charts, Lantern Slides, Booklets, Stencils, Working Drawings, Mottoes, etc.

What is known as the Rotation Plan for vitalizing the teaching of Agriculture is attracting nation-wide attention. It is in our opinion one of the big educational ideas of recent years and should be given most thoughtful consideration by all educators.

W. J. BEECHER,  
Editor

Normal Instructor-Primary Plans.

You Can Teach Agriculture in Your School—  
You May Think You Can't But You Can.

**INTERNATIONAL  
HARVESTER COMPANY**

(INCORPORATED)

*Agricultural Extension Department*

P. G. HOLDEN, Director

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CHICAGO

The public is awakening to the necessity of adequate support for schools. The city of Sacramento has just voted a school bond issue of \$3,064,000. The vote was 7 to 1 in favor of the bonds. This issue will be used to construct 15 new and parts of new buildings; \$2,304,000 for the elementary schools and \$760,000 for high schools. This is a great victory for Sacramento and will be a suggestion for other cities to follow.

The Sacramento Valley is taking a leading place in educational advances. The city of Chico, by a 7 to 1 vote, has recently passed a school bond issue of \$440,000 to be used for a new high school. There has been purchased 53 acres of a large, well-located tract, to be used for campus, agricultural grounds, drill field, etc. The building and equipment will be modern in every respect, including shops, laboratories, library, auditorium, etc.

Among the publications of the Federal Board, beside the Vocational Summary (a monthly), there are 34 bulletins on various phases of the work, 8 rehabilitation leaflets, and 43 "opportunity monographs," describing and explaining the several professions and trades and industries, with the training required and the economic returns. For any of the publications or for further information, address a request to Regional Director Federal Board for Vocational Education, San Francisco, Room 546 Monadnock Building.

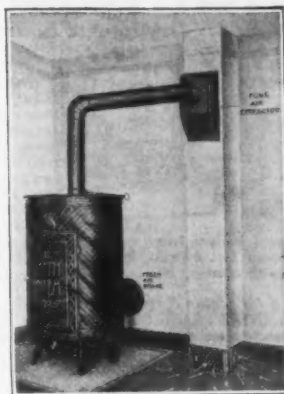
#### WOMAN TO LECTURE ON QUEEN BEES AT UNIVERSITY OF CALIFORNIA FARM

Mrs. Florence Richardson of Hughson, California, said to be one of the leading woman beekeepers of the State, will lecture on the possibilities of commercial beekeeping and queen raising as a business for women in the short course for beginners in beekeeping to be given at the University of California Farm, Davis, from November 10 to 15, it was announced today.

Particular attention will be given in this course to instruction in the ordinary manipulations in the apiary and construction and use of modern beekeeping equipment, samples of which will be on hand for demonstration. Beekeeping in relation to fruit growing will be one of the topics discussed. The principal aim of the course is to aid students in obviating the usual difficulties besetting the beginner in the bee industry.

Full information and a detailed program of the course may be obtained by writing to the dean of the University Farm School, Davis, California.

Dr. Wm. von Wys, Rector Women's College, Zurich, Switzerland, recently made a study of the work of the California School of Arts and Crafts. As a representative of the Swiss Government, he is touring the United States to make a study of what is being done for women in the secondary schools and colleges. He was especially impressed with the practical character of the equipment of the Berkeley institution for teaching the crafts and industrial arts and with the courses in costume design, pottery, poster work, millinery and art metal work.



### The Smith System of Heating and Ventilation

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The arguments in favor of a properly heated and ventilated school-room are self-evident.

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### Primary Seat Work, Sense Training and Games (60c)

By **LAURA R. SMITH.** 160 pages. Cloth. A new book that solves the seat work problem for the primary teacher. It presents simple and definite instructions for carrying out a great variety of interesting educative exercises with over 300 helpful illustrations.

### Games and Rhymes for Language Teaching in the First Four Grades (75c)

By **ALHAMBRA G. DEMING.** 128 pages. Cloth. Contains 72 games intended to correct in an interesting way the common every-day errors of spoken English.

### Morning Exercises for all the Year (75c)

By **JOSEPH C. SINDELAR.** 252 pages. Cloth. Has been adopted by New York City, Chicago, Cincinnati, the U. S. Government, and hundreds of towns and cities. Also recommended in State Courses of Study. *Fifth large edition!* Contains 303 exercises, 137 stories, 28 poems, etc.

### Father Thrift and His Animal Friends (50c)

By **JOSEPH C. SINDELAR.** 128 pages. Cloth, with illustrations in black and color. A fascinating story for children of the second and third grades, teaching valuable lessons in thrift.

### The Nixie Bunny Books (4 vols., each 50c)

By **JOSEPH C. SINDELAR.** Each 144 and 160 pages. Cloth, illustrated in colors. Nixie Bunny in Manners-Land, Nixie Bunny in Workaday-Land, Nixie Bunny in Holiday-Land, Nixie Bunny in Faraway-Lands. Everybody knows these! Read by over 200,000 children in the second and third grades.

### Best Memory Gems (20c)

By **JOSEPH C. SINDELAR.** 95 pages. Four hundred quotations, with lessons in ethics for all grades.

### Language Games for All Grades (with cards) 85c

By **ALHAMBRA G. DEMING.** 90 pages. Cloth. (With 54 cards for pupils' use.) Contains 30 games designed to establish the habit of correct speech and to increase the child's vocabulary.

### Number Games for Primary Grades (60c)

By **ADA VAN STONE HARRIS** and **LILLIAN McLEAN WALDO.** 123 pages. Cloth. Illustrated. Contains 58 number games, designed to create an active interest in number and to make the child skillful in applying it directly and naturally through the "make-believe" element and the idea of friendly contest.

### Simplex Class Record (35c)

76 pages. Cloth. A daily class or recitation record of approved and generally accepted three-color ruling with space for 432 names.

### The Best Thanksgiving Book (35c)

128 pages of fresh and bright entertainments for this special occasion, including 41 recitations, 14 dialogues, 5 drills, 5 acrostics, 6 tableaux, 13 songs, 2 games.

### The Best Christmas Book (35c)

192 pages of Christmas entertainment exercises. Has 82 recitations, 10 dialogues, 14 songs, 5 tableaux, 10 drills, etc.

### Merry Christmas Entertainments (35c)

160 pages. Published in response to numerous requests for "another book as good as The Best Christmas Book." For all grades.

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Our 1920 Catalog of Books, Helps and Supplies is now ready!—the complete standard teachers' guide book. Many new things have been added. Mailed Free. Request a copy.

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## SPECIAL ANNOUNCEMENT TO TEACHERS

THE WESTERN TEACHERS' EXCHANGE IS OPENING AN OFFICE  
in San Francisco, California, January, 1920

This is the Largest and Most Efficient Teachers' Agency in the West

Mrs. Frances Effinger-Raymond, manager Pacific Coast office, Gregg Publishing Company, gave a talk on "The Trend of Commercial Education" before the meeting of the Washington Educational Association held in Seattle from October 27 to 30. During November, she will give addresses before State educational meetings to be held in Idaho and Utah.

Editor A. H. Chamberlain returns from an inspiring and stimulating two weeks' campaigning in South Dakota, along with a number of others in the interest of improved schools, especially in the village and rural districts.

Elsewhere will be found a declaration of principles and certain resolutions adopted at a conference of State educational officials held in San Francisco, October 1, chiefly concerned with thrift education. The conference included possible representation from Washington, California, Oregon, Idaho, Utah, Nevada, part of Arizona, Hawaii and Alaska. The superintendents of all except Oregon and Arizona and the territories of Hawaii and Alaska were present.

### STUDY ART AT HOME

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**CHICAGO SCHOOL OF INDUSTRIAL ART**  
1922 Calumet Ave., Chicago

Students of School Architecture should be familiar with the new grammar school building at Covina, California, the cornerstone for which was laid September 27th. It is of the Italian Renaissance order, reinforced concrete, containing 18 class rooms, an auditorium seating 750, a completely equipped manual training department, and a kindergarten consisting of three class rooms. These latter rooms, together with class rooms for first and second grades, occupy one complete wing. Between this wing and the department occupied by the larger children, is a playground or court for the "Junior Department."

The architect, John C. Austin, has done a particularly fine piece of work. Ben S. Millikan, Principal of Covina Union High School and Superintendent of Covina Grammar School District, is to be congratulated for his far-sightedness, and insisting upon nothing but the best. Miss Eva D. Edwards is principal of the Covina Grammar School.

The new Victor records for November are up to their usual high standard. Among the educational records are "The American Flag," "The Name of Old Glory" and "The Circle No. 2" (from "American Country Dances").

On the evening of October 23, principals of the San Jose High Schools honored President L. B. Wilson at a select dinner party, and honored themselves in the recognition. The excerpt below is taken from the report in the San Jose Mercury-Herald:

President Willson is one of the most popular school men in the West. He is also a most companionable gentleman and, coupled with his intelligence, his ability to use the English language with precision and skill, make him a raconteur of fascinating charm as was proven Tuesday evening. Those present were: L. B. Wilson, Alexander Sherriffs, J. L. Stockton, A. L. Solon, R. B. Leland, Benjamin Healy, A. L. Dornberger, Victor Dornberger, Robert E. Lee and W. P. Cramsie.

Notice has more than once been taken in these columns of firms or companies whose occasional or periodical bulletin or announcements are more than trade sheets or mere advertising pamphlets. Such a publication is the "Counselor," issued monthly by the Curtis Publishing Company, "for parents and teachers of P-J-G boys, and for all others who are interested in vocational guidance and training." Every number has something worth while educationally for boys and girls in the early teens or earlier. It has to do with the League of Curtis Salesmen, whose members sell the Curtis papers. The magazine is primarily educational.

From a table on rank in population and high school salaries, published in the Los Angeles School Journal, comes some suggestive information. Denver, 24th in size (of 43 cities) is 12th in maximum salary; Cincinnati, from the 15th in size, is 8th in salary standing; Indianapolis, from 23rd to 7th; Jersey City, from 20th to 3rd; New Haven, from 30th to 13th, and Fall River, the smallest of the cities named (43rd) is 16th in the list of maximum salaries. On the other hand, Baltimore, that is 8th in population, is 29th in salaries paid; San Francisco, 11th in size, is 25th in maximum salaries; and Los Angeles, given 10th place in population, falls to 27th in salary rank. If the comparison were made in terms of wealth instead of population, the discrepancies in treatment of the schools would be still greater.

### University of Southern California LOS ANGELES

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By THE AD MAN

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### LINE DRAWINGS---ORIGINAL AND REPRODUCTION

**Z**INC ETCHINGS, "zincs" or line-engravings can be made from any "copy" in which the object or design is represented by solid lines, dots or masses of color. Where shaded effects are necessary, in a line-engraving, they are produced by drawing fine lines or dots close together. These shaded effects **MUST** be drawn, for the print from the finished plate is always an exact reproduction of the original drawing. If a zinc-etching were to be made from a drawing containing gray tones, they would be reproduced as either white or black. There is no provision for breaking them up into a fine pattern of lines and dots as in the half-tone process. (See "Half-tones—the Screen" in the October number.) The "copy" is almost always a drawing, and usually it is a pen-drawing, although a brush is sometimes used.

Pen-drawings wherever possible, should be made with black india ink on white paper. Red, orange, dark blue and dark green can also be photographed, and it is useful to know this.

Drawings or photographs sent to the engraver should bear clear instructions as to character and dimensions of the plate or plates that are to be made.

It frequently happens that an editor or a member of the art staff of the School Annual, wishes to know what size to draw the department headings, or caricatures for proportionate reduction or enlargement.

A simple method, and one that allows for experimenting with various sizes without endless figuring, is to draw a diagonal line on the drawing, as shown in the diagram be-

low, and use this as a basis for the determination of all size and proportion questions that may arise.

If it is proposed to make a cut a certain width, the height is obtained by measuring off the width along the lower margin, then measuring the vertical distance from the point thus obtained to the diagonal line. This distance will be the height of the drawing. Conversely, when the proposed height is known, the width is obtained by laying off the height on the left border of the drawing, beginning at the lower corner, then measuring horizontally from the left margin to the diagonal line. The horizontal distance between the two will be the width of the drawing. When the exact dimensions of a desired cut are known, the drawing can be enlarged by reversing the order given for reduction.

Where the character of the drawing permits, the diagonal line can be drawn very lightly with a hard pencil. This should not be attempted on wash-drawings or photographs, however. The same result can be closely approximated by using a piece of string or a ruler for the diagonal, or by covering the face of the drawing with a piece of tracing paper, and penciling the diagonal line on that. Another simple way, one usually applied by the printer or engraver, is to measure the reduction on the reverse side of the drawing.

Taking the accompanying diagram as an example and letting the outline represent a drawing  $7\frac{1}{2}$  inches wide by  $4\frac{3}{4}$  inches high, suppose it is proposed to make a cut  $3\frac{3}{4}$  inches long—what will be the height?

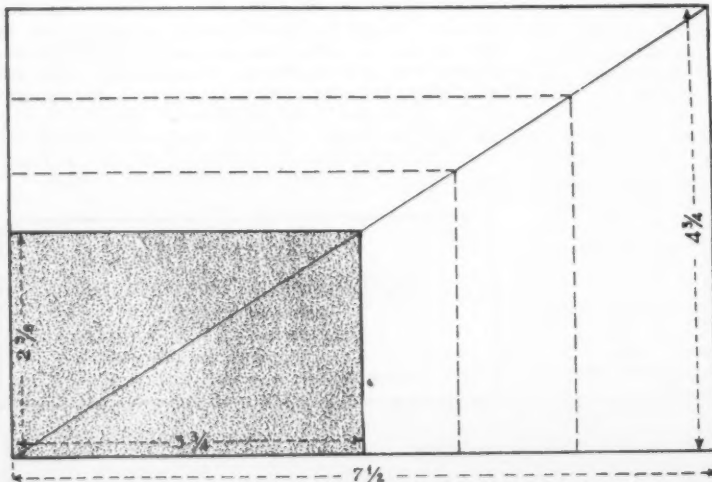
Figuring it arithmetically, the problem is one in simple proportion and is set down this way:

$$7\frac{1}{2} : 4\frac{3}{4} :: 3\frac{3}{4} : x.$$

Multiplying  $4\frac{3}{4}$  by  $3\frac{3}{4}$  and dividing by  $7\frac{1}{2}$ , we obtain  $2\frac{3}{8}$  as the value of  $x$ , which is the height in inches of the proposed engraving.

*See your local printer first, and if his plant is not sufficiently equipped to handle the work, suggest to him that he get in touch with us.*

Proportionate reduction or enlargement. The diagonal line shows the shaded space to be in exact proportion to the large outline. See explanation in text.



### HELP YOUR PUPILS EARN CHRISTMAS MONEY! LET THEM SELL OUR 25c ASSORTMENTS OF CHRISTMAS GREETINGS!

Every one uses Christmas cards, and these assortments of 10 different greetings for 25c sell readily in the rural districts and in town and city schools. Wholesale rate for 20 assortments is 12½c each, or \$2.50, so that pupils make 100 per cent.

**An Easy Plan for Teachers to Direct. An Easy Plan for Pupils to Carry Out.**

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**THE SANDFORD CARD COMPANY**

Danville, New York

Superintendent F. F. Martin, for a number of years head of the schools of Coronado, California, succeeds Superintendent J. F. West as Superintendent of the Schools of San Diego County, the latter being now Superintendent of the Pasadena schools. Mr. Martin recently paid our office a visit, he being in attendance at the Grand Lodge of Masons in San Francisco. Mr. Martin had opportunity to attend sessions of the C. T. A. Bay Section and the Schoolmasters' Club. He starts his work in San Diego County with energy and enthusiasm.

At the recent Siskiyou County Institute there was formed a Schoolmasters' Club for the county, with M. R. Kerr, principal high school, Etna Mills, president. The program committee consists of R. S. Kinney, Yreka; W. H. Madden, Rose District; August Geney, Delphic School. The first meeting was held at Grenada, October 25.

It is significant indeed that such a movement should find expression in a rural county, where distances are great and the coming together of the men means considerable financial loss. As showing the co-operative spirit of the men in Siskiyou County and the possibilities in other counties or districts, the expense of meeting at a common center will be prorated so that those traveling long distance will not be penalized in the matter of expense. The feeling is expressed that organization and co-operation which, through the C. T. A. has done so much for the entire teaching body of the State, should find a place in the more remote districts. The club will take up for discussion some of the most pressing needs of the locality, and of education in general.

The Joseph Dixon Crucible Co., Jersey City, N. J., has issued a most unusual pencilogue on "Finding Your Pencil." This interesting booklet contains personal information about how to lighten your work by using the correct pencil.

On most school reports money and energy are expended without any adequate result. A report, issuing from the office of a city superintendent and covering details of work, courses of study, methods of instruction, equipment, and cuts of buildings, and relating to the year or years past has slight value. Not so the recent report of the Oakland Public Schools for 1917-1918. The slogan of the schools appears on the cover page, "A School System for all the Children of all the People." There are more than 350 pages of text, illustration, chart, diagram and statistical tables, making an educational document deserving of the most careful study, not alone by every tax payer in the city of Oakland, but by the teachers and administrators the country over.

Difficult indeed is it to select those chapters or sections of greatest value. Excellent treatment is accorded Americanization, Vocational Guidance, Wider Use of School Plant, Work of Pupils in Elementary and High School, the Cost of Failure, Retardation, Salary Schedules and like important subjects. The excellent cuts and illustrations of activities, and the excellent colored diagrams of statistics, ratings, progress, tests and the like furnish valuable material for the student of education.

Notice is taken of a movement among Denver teachers for the organization of a union to affiliate with the American Federation of Labor. But out of 225 teachers only 126 participated in the discussion and but 86 voted. The affirmative vote when taken was 55 to 31.

Send 40 cents for 20 Thanksgiving and Pilgrim subjects, each 5½x8, no two alike—Order NOW for Christmas. Don't wait until the December rush.

## The Perry Pictures

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